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ABSTRACT

This document is the coordinator's handbook for a four-day workshop for young women in transition from high school to two-year colleges. The program covers career information, self-awareness and skills assessment (with special regard for mathematics), the many roles of women, and decision making and planning. It includes large- and small-group sessions, written exercises and problem-solving activities, and interaction with adult role models. The manual is organized into six chapters. Chapter 1 presents the rationale for the program and the workshop's goals and objectives. Chapter 2 gives the title and length of each session and summarizes the purpose and content of each day's events. Chapter 3 outlines everything coordinator and staff will do to prepare for the first day of the workshop. Chapter 4 is a step-by-step log for each day of the workshop. Chapter 5 is a review of changes in the model workshop the coordinator may wish to consider. Chapter 6 makes a case for evaluation and describes the tools and procedures that could be used to evaluate the workshop. The appendixes contain the group leader's script; samples and models of the print materials used in the workshop; a list of sources for working women panelists and for free literature; and model texts for the coordinator's opening and closing remarks for the workshop. In addition to the guidelines, scripts, and program materials contained in this document, six black-and-white 3/4" video cassettes accompany this handbook and complete the package. (For information on the cassettes, write to publisher.) (KC)

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IT'S MY LIFE!

Career Paths for Young Women in Transition

COORDINATOR'S HANDBOOK

A career decision-making program
developed by the

INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION
Center for Advanced Study in Education
Graduate School and University Center, City University of New York

in cooperation with the
BUREAU OF GRANTS ADMINISTRATION
The New York State Education Department
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FOREWORD

IT'S MY LIFE! — The Career Paths Program for Young Women in Transition -- is the product of several years work and the melding of proven and experimental approaches to career planning. Briefly, this four-day program for young women in transition from high school to college covers career information, self-awareness and skills assessment (with special regard for mathematics), the many roles of women, and decision-making and planning. Structurally, it includes large- and small-group sessions, written exercises and problem-solving activities, and a great deal of interaction with adult role models. The ambience that is nurtured helps engage each young woman in actively planning her career with particular attention to occupational fields in which women have been traditionally under-represented.

We believe this Career Paths program is unique for several reasons:

- It is designed for a specific population which has received scant attention from the education community — female high school seniors planning to attend two-year colleges.
- It encourages these young women to consider nontraditional occupations, to reassess their attitudes toward mathematics (a prerequisite to many promising technical careers), and to plan their college studies accordingly.
- Its organization and design afford enough flexibility, variety, and change of pace to accommodate the differing individual needs, personalities, and tastes of the participating students.

Our experience has shown, moreover, that in addition to benefitting students, the program offers distinct pluses to the institutions and adult participants involved: (1) It constitutes a striking example of effective and practical high school/community college collaboration in vocational guidance, enhancing communication between staffs of these institutions; (2) It spurs staff members and guest presenters to re-evaluate their own experience and goals and sharpens their capacity to understand and work with young people; and (3) It helps fulfill the college's Title IX requirements by fostering sex equity in occupational education.

Evolution of the Program. The Career Paths program evolved slowly over the course of more than three years. Sparked by our success with a one-day workshop in the sciences funded by the National Science Foundation,[1] we proposed that the New York State Education Department undertake a similar but extended program in the nontraditional technologies.

Starting in January 1978 with a modest grant for planning, the Bureau of Grants Administration (under the leadership of Mike Van Ryn) of the New York State Education Department has provided funds for the creation (VEA #78-3D-807), testing (VEA #79-3D-808 DPS), and packaging (VEA #80-3D-214 GPS) of the Career Paths program. During the period covered by these grants, Michael King, then Assistant in the Bureau, acted as official liaison to the project and as advocate of its goals.

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[1] B.R.Heller, V.D'Lugin, & L.Gross. National Science Foundation: Science Career Workshop (SMI 77-04700). CASE #33-78, Graduate School, City University of New York, December 1978.

The CASE Institute of Research and Development in Occupational Education (IRDOE) housed the project and the encouragement and advice of Dr. Lee Cohen, Director of IRDOE, and Dr. Alan Gartner, Director of CASE (Center for Advanced Study in Education), enabled us to see it to its logical conclusion.

The initial planning grant allowed us to work with three public high schools and one City University of New York community college to design the elements of a program that would help increase the number of women enrolling in nontraditional career curricula offered by the State's two-year colleges.

Although the focus of the Career Paths program has remained essentially unchanged since its inception, its form has undergone various revisions. At the onset, we envisioned the program as consisting of two components: a series of afterschool workshops, conducted on a local community college campus, serving women students in their last two years of high school; and a supplementary but optional series of math- and science-related activities.

By the end of the planning-grant period, a session-by-session program outline (including objectives and strategies), descriptions of necessary personnel and other resources, and selected model program materials had been developed. The program was then reformulated at the urging of the State Education Department and the program implemented in 1978-79 reflected the following substantive changes:

- Limiting participation to 12th graders -- although the program has merit for younger students and, indeed, would allow them more years before college enrollment in which to learn, practice, or develop skills and collect information.
- Condensing the afterschool sessions into a four-day format. While the total time remained approximately the same, content and techniques were modified to maintain a high level of involvement and reduce boredom and fatigue.
- Eliminating "supplementary instruction" as an optional component and instead devoting an entire morning to mathematics.

Early in the 1978-79 school year, once dates for the workshop were established and provisions made for space, project staff redesigned the program outline and materials, recruited participants, and selected and prepared group leaders and presenters. By Spring 1979, all print materials (including autobiographies of the 39 participating adults) were ready, food and space arrangements completed, and everyone rehearsed. The workshop was held in March and April 1979.

A total of 84 students came for at least one entire day; 51 attended all four days. The results of an extensive evaluation of the program's immediate and longer-range impact are described in Chapter VI, so we will just mention here that the Career Paths program did make a difference in the lives of the participants. All indicators were positive--and in some instances pointed to gains beyond what might reasonably be expected from a program of such relatively short length.

Our objective for 1979-80 was to package the IT'S MY LIFE! program so it could be replicated by other agencies and institutions. Our extensive documentation and monitoring of our activities in planning, preparing, and conducting the program made it possible to share our experiences with you. The voluminous records describing our progress, the results of formal and informal evaluation and other forms of feedback, coupled with new input from the literature and collegial sources, formed the basis for this publication.

More Acknowledgments. As project directors, we were helped by a number of guides and mentors in working out the intrinsic logic, underlying philosophy, and basic approach of IT'S MY LIFE! We would especially like to single out Linda Gross for her part in shaping the program's direction and content.

We are grateful, too, for the contributions of other project staff, IRDOE personnel, and consultant to the development of this program. Arlene Vogl, Rachel Helm, Carolyn Sullivan, and Fred Wheeler assisted during the workshop and with critical decisions. Lore Jarmul, of the staff of Queensborough Community College, CUNY, drafted many of the materials used in the field test, served as the program's first moderator, and led one of its small student groups. Her interest in the Career Paths program has continued in her role as informal advisor and critic. Dr. Stanley Kogelman, Director of Mind Over Math, also deserves special recognition, both for permitting us to use his ideas and for recruiting and training the mathematicians who took part in the session on math anxiety/avoidance.

The eight mathematicians, nine working women, and eleven college students who volunteered their time to spend one-half day with our student participants are too numerous to mention by name, as are the eleven group leaders who played such a key role in the workshop. Their contributions have been individually noted in two reports that describe the program's planning and field implementation.[1] However, since some of these women may be potential resources for your--the reader's--program, their names and affiliations appear on the model agendas included in the set of print materials in Appendix B.

To the students whose participation made the workshop come alive, our thanks for what they taught us and for dispelling many of the stereotypes about high school seniors that had sadly burdened us when we began.

Finally, our appreciation to those responsible for the production and design of the IT'S MY LIFE! package. Wendy Geringer for her help in revising the print materials and for compiling the appended resource lists, Siu Kwan Cheng and Madeline Boskey for the analysis of evaluation data that laid the foundation for Chapter VI; and TVG Productions, Inc. who produced the video cassettes that accompany this Handbook.

Carol Florio, who recently joined IRDOE's staff, is the principal author and editor of this Handbook. Mrs. Florio put together print and visual materials in what we believe is a creative, useful, and compelling assembly. This was no small task, as she can attest. And once she succeeded in digging out all the processes, experiences, and second thoughts that were still in our heads, it fell to her to communicate them to you. In this work she had the assistance of Judith Murphy, a writer experienced in the world of education, who takes pleasure in translating jargon into English when she can.

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[1] B.R. Heller, V.D'Lugin, & L.Gross. A Planning Program to Develop Career Path Workshops for Women Students. CASE #20-78, Graduate School, City University of New York, August 1978. ERIC No. ED 161 511.

B.R. Heller and V.D'Lugin. from SENIOR to FRESHMAN: Career Paths Workshop for Women Students. CASE #13-79, Graduate School, City University of New York, October 1979. ERIC No. ED 177 370.

All of us involved in the Career Paths program have found our lives, professional and otherwise, enriched by the experience. And we take pride and pleasure in the thought that this Handbook and its related materials may be instrumental in creating comparable experiences for many more people in the years to come.

Barbara R. Heller
Barbara R. Heller
Project Director

Victor D'Lugin
Victor D'Lugin
Project Associate

HOW TO USE THIS HANDBOOK

This Handbook, whose purpose is to serve as a guide to organizing and conducting the Career Paths program, is aimed at an audience of One--you, the Program Coordinator. It could well be subtitled, "Everything you Wanted to Know About the Career Paths Program--and Maybe More."

We have tried to make this manual at once comprehensive and manageable. To this end, the book has been organized in clearly defined sections to facilitate its selective use, and bound in a three-ring binder so that sections can be removed easily for use at different stages in your workshop preparations.

Initially, however, we recommend that you begin at the beginning and read at least Chapters I through IV in sequence.

Chapter I (The Reasons Why) presents in brief the rationale and assumptions that prompted the creation of IT'S MY LIFE! and the Workshop's goals and objectives.

Chapter II (The Workshop: A Quick Review) tells in just five and a half pages exactly what happens on each of the Workshop's four days--giving the title and length of each session and summarizing the purpose and content of each day's events. In effect, this chapter is a telescope that will enable you, the Coordinator, to see the forest before you examine the trees in succeeding chapters.

Chapter III (Planning and Preparation). outlines everything Coordinator and staff will do to prepare for Day One of the Workshop. Grouped under the headings of (1) People; (2) Places, Spaces, and Services; and (3) Materials and Supplies, this chapter details all requirements from application forms to the commencement speaker. When reading this chapter's section on Materials (pp. 28-33) you may find it useful to refer to the full-size examples in Appendix B. The specific preparations listed presume that your workshop will substantially conform to the field-tested "model." However, as the Handbook makes clear, you may have reason to modify the original plan in various ways. Potential modifications are set forth in Chapter V, which may be considered as an extended footnote to Chapter III.

Chapter IV (A Coordinator's Eye-View of the Workshop) is the heart of the handbook once you reach the eve of Day One. Here, blow by blow, step by step, almost minute by minute is a log for each day of the Workshop. The left-hand column of each page gives a detailed account of what group leaders, students, and other participants are doing at any given time, while the right-hand columns, paralleling the day's events, focus on the Coordinator's actions, words, concerns, responsibilities, and obvious and not-so-obvious matters for your attention. This section is designed so that it can be removed and used as a master control manual by the Coordinator during the workshop itself.

After finishing this Chapter, you may want to turn to the Group Leader's Script in Appendix A to see how it differs from your own.

Chapter V (Modifications and Options). A point-by-point review of changes in the model workshop you may want to consider, to make the program better meet your particular needs and circumstances. Potential modifications are grouped under the headings of people; space; food; supplies; activities and materials; and time. Relative advantages and disadvantages of possible changes are noted, and only those that will not distort the essential integrity and purpose of the Workshop, or spoil its carefully designed flow and sequence are endorsed.

Chapter VI (To Evaluate or Not to Evaluate) makes a case for evaluation, which the handbook presents only as an optional component of your workshop; describes the tools and procedures used in evaluating the model Workshop; and offers specific suggestions on how, if you wish, you can devise your own instruments and conduct an evaluation that best suits you and your purposes.

Appendices

The bulk of the material that appears in the appendices actually constitutes an integral part of the Handbook. Since the Table of Contents and various textual references indicate the nature of each appendix, only a brief gloss is necessary here.

The Group Leader's Script which makes up Appendix A, serves the same essential purposes for the workshop's group leaders as your script (Chapter IV) does for you. Set up here to be duplicated very nearly as is for each of your group leaders (unless of course, you decide to modify your workshop substantially), it is literally a script for the Workshop's 24 hours, down to actual words for a Leader to use if she wishes.

Appendix B has it's own table of contents and contains full-size "Samples" and "Models" of the print materials used in the Workshop. Each of these materials is described in detail in Chapter III (Planning and Preparation). "Sample" materials coded △S can be reproduced for your workshop exactly as they appear. "Model" materials coded ⟨M⟩ must, for reasons that will be apparent, be modified to your particular specifications.

Appendix C contains a selected list of sources for working women panelists and for free pamphlets and brochures describing careers in various fields.

Appendix D provides model texts for the Coordinator's "Introductory Address" on Day One of the Workshop, and her "Closing Remarks" on Day Three.

In addition to the guidelines, scripts, and program materials that appear within these covers, there are six black-and-white 3/4" video cassettes that accompany this Handbook and complete the IT'S MY LIFE! "package." All were edited from live, unrehearsed footage recorded during the Workshop's 1979 pilot demonstration.

The longest (18 minutes) and most polished of the six, "It's My Life!", provides a descriptive overview of the Workshop's four days.

The five remaining tapes (each of which runs approximately 11 minutes)--"The Participants," "Planning the Show," "Getting the Act Together," "Reunion," and "What Do I think About Math?"--are essentially training films which enable Coordinator, staff, and group leaders to preview the concerns and capabilities and strengths and weaknesses of students who in many respects are likely to be similar to your own Workshop participants and to view selected aspects of the workshop-in-operation.

Indication of when each of these tapes is apt to be most helpful is provided in Chapter III.

CHAPTER I: THE REASONS WHY

In deciding to organize a Career Paths program at your community college, you will be taking practical steps toward meeting an obvious need among young women about to finish high school, recognizing certain facts of contemporary life, and achieving worthwhile purposes for these students and for your own institution.

Children from almost their earliest days are used to being asked, "What are you going to be when you grow up?" And, unless they are bored by an adult's perfunctory interest, they like to talk about becoming ballet dancers or truck drivers or nurses or pilots or basketball players or rock stars. By the time boys and girls enter high school, the question becomes more pointed and more closely related to how students choose to spend their time. For in high school they begin to make decisions--or have decision thrust upon them--that in some degree affect their educational and occupational future: Whether to take a second year of algebra or science, to hang out with the gang, to pursue an interest in the guitar or sewing, to get a job after school on weekends or during vacations.

As most of us can recall from our own past, high school students' ideas about their future often change drastically from the 9th grade to the 12th. And many formal studies of vocational maturity have shown that these shifts bear small relation either to the student's own capacity and interests or to actual opportunities in the world of work.

It therefore seems crucial to provide students about to graduate from high school and enter college or the work world with down-to-earth information about job possibilities and requirements and, concurrently, to strengthen their insights into their own talents, values, tastes, and potential.

It is this dual purpose that the Career Paths Workshop broadly serves. Tailored to a particular subset of high school seniors--young women planning to enter a community college--it places special emphases on jobs that lie outside the fields traditionally perceived as "women's work."

Why "For Women Only"? The transition from high school to work or college is particularly difficult for women. Despite the wide-ranging effects of the women's movement, society's expectations for women are still predominantly different from those for men. In general, male students are expected to view themselves as future fulltime workers and, typically, as family bread-winners. And whereas more and more young women are coming to see themselves in similar roles, the majority still struggle to accommodate the ambiguous and often contradictory demands that society makes on them. First and foremost, that they will perform as wives and mothers; work outside the home, while acceptable and perhaps economically necessary, is of secondary importance. Indeed, "job" rather than "career" is the occupational term most often used by young women at this stage in their lives, many of whom have a strong tendency to prepare for work that is an extension of the traditional feminine role--nursing, secretarial work, education/child care--the helping occupations. Over 70 percent of today's women community college students are enrolled in such programs.

Another factor which inhibits a young woman's venture into a nontraditional career is the still prevalent belief that women are temperamentally or intellectually unsuited for certain occupations, especially those relying heavily on mathematics and logic. This notion is often cited to explain the relatively small number of women in science and technology, communications and management. More likely, by reinforcing the tendency of female high school students to take progressively fewer math courses than do male students and in turn to arrive poorly prepared for college work in technical and scientific fields, this belief functions as a self-fulfilling prophesy.

Without purposeful intervention, it is likely that most young women will continue to resolve conflicting social and personal demands by, in effect, merging them--to follow the well-worn paths that lead to traditional sex-stereotyped occupations, rather than to strike out toward careers that accord with their individual needs, abilities, and interests.

Why a *College* Program for High School Students? If young women about to graduate from high school have a special need for career guidance, they also share needs common to high school students generally. The program presented in these pages as a model for you to use and modify was developed in response to a thoroughgoing assessment of student needs in New York City. Our investigations confirmed the findings of others that 11th and 12th graders not only have minimal insight into their own capabilities and values but also know little about occupational possibilities and requirements, whether in familiar or unfamiliar fields. Furthermore, they are only vaguely aware of the training opportunities offered by colleges and other postsecondary institutions, including those they are likely to enter.

Although all secondary schools try to guide students on what to do next, few schools can afford to offer systematic career counseling. The quality of the services that are offered is more often a reflection of a school system's finances than of student need or staff concern. Moreover, in many high schools guidance responsibilities often include personal counseling, orientation, consulting with parents, providing liaison with the community, maintaining contacts with college representatives, interpreting test scores, and keeping records, as well as providing educational and vocational guidance. Tasks, in short, are multiple and complex and, in any sizeable city, boundless. High school student/guidance staff ratios further compound the problem. In New York City, for instance, current figures indicate a ratio of nearly 900 students to every guidance counselor.

The broader range of student services provided at the community college, however, permits more effort to be directed toward improving the match between student interests and capabilities and career programs -- matches that result in greater student satisfaction and, in the long run, more stable enrollment patterns. The Career Paths program, by making use of the expertise of community college staff and actively engaging students in the process, can help achieve this goal.

The Program's Goals and Objectives. Our assumptions in designing the Career Paths program were that young women about to enter a community college

- have based their plans for college and beyond on limited understanding of their own abilities, interests, and values
- have had minimal exposure to the world of work

- are unlikely to be aware of the broad range of career options open to them
- tend to hold somewhat non-conservative views of woman's roles in society, but nevertheless favor those occupations traditionally regarded as womanly
- often dislike and try to avoid math and thus frequently fail to consider nontraditional occupations that would require them to take math courses

IT'S MY LIFE! was developed therefore to specifically help young women gain fresh insight into themselves and their potential and explore the range of occupational choices available to women, and to motivate them to enroll in the nontraditional curriculums offered at two-year colleges.

Toward these broad goals, the workshop, through a deft combination of materials, techniques, and encounters with a variety of stimulating people, is designed to help participants

- enhance their knowledge of the scope and nature of occupational possibilities
- cope with negative attitudes towards mathematics and understand the implications of math avoidance for their work in college and afterward
- improve their skill in making informed choices and decisions that reflect an understanding of themselves and the options open to them
- expand their awareness of alternate career paths they could follow to fulfill their goals
- design their own educational and career plan

IT'S MY LIFE! is a provocative way of introducing young women to the adult world. Through various techniques they learn that they have choices in all parts of their lives, and that they have the right and obligation to shape their lives to their own needs and talents...not by default, but through active, informed planning and decision making. By learning more about themselves and the world they live in, the young participants come to appreciate that the work they choose to do can be a crucial factor in their total happiness, and in their satisfaction with life.

CHAPTER II: THE WORKSHOP: A QUICK REVIEW

IT'S MY LIFE! is an intensive 24-hour program designed to be delivered in four full-day (6-hour) segments (three consecutive days and the fourth, a month later). The program model outlined here, and described more fully in the following chapters, assumes, for the sake of discussion, a Spring start date, and 75 student participants (5 groups of 15 students each).

To use time and resources to best advantage, the Workshop is divided into small-group and large-group sessions where the participants interact with a variety of women (group leaders, mathematicians, working women[1], college students) in a carefully structured, highly supportive environment. Written and oral exercises, specially designed materials, lectures and discussions, and role-playing involve the high school seniors in a sequence of experiences calculated to heighten their self-understanding, their awareness of educational and vocational options, and their ability to plan and to make decisions concerning their own lives.

This chapter provides a quick introductory tour of the Workshop to illustrate how its structure unfolds day-by-day (with a brief indication of the point and intended result of each session) and to give an overall perspective to the discussion of the coordinator's role as set forth in Chapters III and IV.

DAY ONE: "Me, Myself, and I". Day One establishes the tone of the program as a whole and lays the groundwork for cohesiveness and camaraderie within the small student groups which constitute the basic units of the Workshop. Membership in each small group (of no more than 15 students) remains constant for most of the four days. All first-day activities, except for the welcoming session and lunch, take place within the small group.

Today's focus is on self-understanding. Each group leader guides her band of students through a series of exercises designed to help them see themselves in new and positive ways, and to give them new tools for finding out about themselves.

Day One begins, as does each Workshop day, as students arrive, sign in, receive materials they will need for the day, and help themselves to refreshments.

Day One Summary Agenda

Welcome..................................(1/2 hr.)
(large group led by program coordinator and workshop moderator)

Session #1: Feeling Good............(2-1/2 hrs.)
(small groups conducted by group leaders)

Lunch...................................(1 hr.)

Session #2: What Are My Skills?..........(1 hr.)
Session #3: What Do I Value?.............(1 hr.)
Session #4: What Are My Interests?.....(1/2 hr.)
(small groups conducted by group leaders)

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[1] These are the professional women--preferably from business, government, the social services, and other non-academic settings--who play an important role on Day Three. For brevity's sake, they will be referred to in this Handbook simply as "working women".

Welcome. The coordinator opens the Workshop by welcoming participants and discussing the reasons for the program and its goals. Citing the increasing proportion of women of all ages in the work force, she stresses the disparity between women's pay and men's pay, the seeming reluctance of women to venture into nontraditional fields, and the importance of the transition from high school to college as a time for young women to learn more about themselves and their potential.

She introduces the moderator who explains how group assignments were made and why some activities take place in small groups and others involve the entire group. She also provides important logistical information (the location of meeting, lunch, and rest rooms; where to meet friends at the end of the day; and so on), and introduces the group leaders.

Feeling Good. The intent of this session is threefold: to stimulate group identity, cohesiveness, and mutual support; to promote each participant's positive self-image through the realization that she already has a record of positive accomplishment; and to show how the values, skills, and interests thus revealed can be translated into educational and work choices that call similar attributes into play. The leader conducts a simple and enjoyable exercise that elicits from each student a reminiscence of things she did as a child or later that gave her a sense of accomplishment and made her feel good about herself. Using these bits of autobiography as a springboard, the leader engages the group in a discussion of how incidents such as these can help us gain important insights about ourselves.

Lunch. Students, group leaders, and workshop staff meet together for lunch at noon. Students are encouraged to sit wherever they wish, but group leaders are asked to avoid congregating at one table.

Self-awareness sessions. After lunch, students and group leaders reconvene in small groups for three back-to-back sessions that in a more systematic way develop the theme that was introduced earlier: the importance of identifying one's skills, values, and interests.

During the first hour, using a special worksheet, each student assesses her own skills and describes how she uses four of her outstanding skills at home, at school, at work, alone, and in social situations. This exercise, which students find interesting but somewhat more difficult than the morning's task, provides each with a concrete illustration of how she puts her skills to use every day, and paves the way toward the subtler questions of values and interests.

During the second hour, every student examines a list of work-related values and rates each one's importance for her. The student again makes a selection, and, using a special form, explains how four of the values she deems most important influence her behavior at home, at school, at work, alone, and in social situations.

As the culmination of the day's self-examination, students discuss the results of a standardized interest inventory they completed before coming to the Workshop. This session is designed to show that a person's interests, as well as her skills and values, are guideposts toward a suitable and rewarding career.

DAY TWO: "College Choices"

Day Two deals with a woman's educational preparation for a nontraditional career. The afternoon session is devoted to your community college and the training it can provide toward such careers. But first the students spend the morning taking a new look at mathematics, which is a prerequisite for many such occupations.

Day Two Summary Agenda

Welcome..............................(1/4 hr.)
(large group led by workshop moderator)

Session #5: Math Presentation.........(1/2 hr.)
(large group led by mathematician)

Session #6: Math Groups................(2 hrs.)
(small groups conducted by group leader/mathematician teams examine student feelings about math; past experience with math; and new approaches to doing math)

Lunch................................(3/4 hrs.)

Session #7: College Life and Requirements...........(2-1/2 hrs.)
(small groups conducted by group leaders with college students as guests examine differences between high school and college, and discuss college requirements, college procedures, and educational opportunities)

Math Presentation. After the moderator's welcome, a guest mathematician explains her interest in why so many people dislike or fear mathematics, cites examples of negative reactions to math, and describes the attention now being devoted to helping people cope with math and surmount their anxieties or distaste.

Math Groups. Participants reassemble in small groups, each jointly led this morning by the group leader and a woman mathematician. The chief purpose of this session is to encourage students to express their feelings about math and science, to discuss their experiences in math classes, and to understand what math skills are required for careers they may be considering and the kinds of math courses available in college. During the session, a collection of self-defeating statements people often make when working on math serves to provoke discussion; students devise math problems based on everyday experiences, propose ways to solve them, and discuss with the mathematician/group leader team alternate solutions. Between them, the group leader and the mathematician, using non-threatening exercises as goads, strive to convince the students of two points: 1) that math is not an impossibly formidable discipline, but one that yields to insight and ingenuity as well as logic; and 2) that math is essential to many careers.

College Life and Requirements. The afternoon session has the specific and important purpose of informing students as fully as possible about your college and its career programs. By its position on the program, moreover, it serves the additional purpose of bringing the high school seniors together with young college women close to them in age, and giving them a post-math afternoon of easy interchange.

Each small group of students has as guests two community college students about to graduate with a degree in a nontraditional major. These young women tell of their college experiences—professors and their expectations; homework and class assignments; typical schedules—highlighting the differences between college and high school. This session typically provokes an exceptionally spontaneous response from the participants with questions ranging across the board from exams to romance. Throughout the discussion, the group leader provides additional information on such topics as admissions and placement testing, registration and financial aid, career programs, and college requirements, and distributes packets of material provided by the college (student handbooks, course catalogues, curriculum guides, financial aid information, and so on).

DAY THREE: "Women and the World of Work"

Day Three brings the participants down to cases in the world of work--first with a group of women working in unconventional fields, and later with resources students can use to find out about potential careers in fields suited to their skills, values and interests.

Day Three Summary Agenda

Introduction..........................(1/4 hr.)
(large group led by moderator)

Session #8: Working Women's Panel..................(1-1/2 hrs.)
(large group)

Sessions #9 and #10: Career Interviews.....(1-1/2 hrs.)

Lunch................................(3/4 hr.)

Session #11: My Career Interests....(1-1/4 hrs.)
(small groups led by group leaders review interest inventory results, identify and research new occupations)

Assembly............................(1/2 hr.)
(large group conducted by moderator and coordinator)

Panel of Working Women. The panelists, who address the group as a whole, have been chosen to represent a diversity of nontraditional occupations, ethnic or national origins, educational histories, and family status. Insofar as possible, you will have selected fairly young women who will not seem too remote from the high school seniors they are talking to. Each panelist speaks about five minutes on the specifics of her work: what she likes and dislikes about it; when she first decided on her present career; her educational history; her future plans; and how she juggles some combination of the roles of worker, wife, mother, housekeeper, and person.

Career Interviews. Right after the panelists' presentations every student meets successively with two career women ready to answer questions about their first job, present job, the skills they use at work, why they work, how they cope with other responsibilities, and related matters. The group leaders encourage students to ask questions and comment on what they have heard. As closely as possible, a student's interview assignments are based on specific occupational interests she has expressed.

My Career Interests. The primary objective of today's afternoon session is to help students learn how to learn about careers. It begins with a discussion of students' particular career interests and a re-examination of their interest inventory profiles. Selecting one or two occupations where her interest ranked high, including one that is a new career possibility, each student proceeds to gather specific information about its characteristics from standard reference works, career brochures, and other specially designed career information materials available to each group.

At the close of this session, group leaders assign the Workshop's only homework: to imagine that when they return on Day Four they will be attending a 10th-year reunion of their group. In preparation, they are to think about what they would like to be able to say they have accomplished during that 10-year interval.

__Assembly__. All participants gather in the assembly room at the end of the day to hear the moderator sum up the work of the proceding three days, and the coordinator briefly describe what they may look forward to on Day Four, a month hence.

__DAY FOUR: "Getting My Act Together"__

Day Four is both wrap up of the Workshop as a whole and an occasion for participants to practice decision-making and planning skills. Exercises engage participants in concrete, easily grasped situations that modulate the awesomeness of such concepts as long-range planning and decision-making. Participants construct their own 10-year plans and define objectives they want to reach in the months before they start college. The program closes with a graduation ceremony, complete with speaker and certificates.

__Day Four Summary Agenda__

Welcome.................................(1/4 hr.)
(large group led by moderator)

Session #12: Reunion................(1-1/2 hrs.)
(small groups led by group leaders, find long-and short-range goals within their dreams of the future)

Session #13: Decisions.................(3/4 hr.)
(small groups led by group leaders)

Session #14: Planning, I..............(3/4 hr.)
(small groups led by group leaders)

Lunch...................................(3/4 hr.)

Session #14: Planning, II...........(1-1/2 hrs.)
(small groups led by group leaders develop personal career plans)

Graduation.............................(3/4 hr.)
(large group program conducted by moderator includes a speaker and the awarding of certificates of completion)

__The Reunion__. Using markers and sheets of newsprint taped to the walls, students outline or diagram what they envision they have accomplished during the ten years following graduation from high school. One by one each student describes, and in response to questions from the group, elaborates on these events. The leader, who encourages the group to simulate the questions and responses of a real reunion, guides the 1-1/2 hour session in a way that helps each student to translate her envisioned future into long-range educational and occupational goals.

Decisions. To start this session, each group leader raises the issue of conflicts that inevitably arise in making a plan and putting it into effect. Using a fictional example about a young woman named Cindy, students analyze Cindy's problem, propose alternative solutions, and select and defend what they believe to be her best option. A second exercise begins with a discussion of mistakes Cindy made and others tend to make in attempting to arrive at a decision.

Planning, I and II. The Workshop's final session involves the students in translating their long-range goals into a series of manageable, sequential steps. Within each group, students divide into two or three teams for an exercise designed to illustrate how planning helps us get from where we are to where we want to be. Each team lists the decisions and preparations required to move to a new apartment, and then ranks the steps in the order in which they need to be taken.

This exercise is followed by the construction of individual career plans. Each student choses one long-range career goal, identifies two related short-term goals (one educational and one occupational) that could be accomplished within the next year, and lists the steps required to reach them. Finally on a list of things to do and read, people to talk to, and information to be acquired, each student checks off specific "next steps" to be accomplished within the next three months as the first phase of action toward her chosen goal.

Graduation. Following a brief commencement address, each group leader presents Certificates of Program Completion to the members of her group.

CHAPTER III: PLANNING AND PREPARATION

This chapter deals with the preparations you and your staff will complete in the months before you raise the curtain on Day One of the Workshop. Allow yourself at least six months lead time. Start planning in September, for example, for a Spring engagement. Your production won't have the benefit of rehearsals or preview performances before opening morning. But, to change the metaphor, you will have the benefit of our research and development (including thorough field testing) and a set of specially designed written and video materials for use in your own production.

It is no small task to bring many different kinds of people together for four days in a program designed to achieve overall complex objectives while also responding to individual preferences and needs. It takes generous lead time, strict attention to detail, and careful coordination. In short, you as coordinator have your job cut out for you. The aim of this and the succeeding chapters is to simplify your task by providing specific guidelines on what to do and on how and when to do it.

Despite a highly structured format (e.g., a detailed script for group leaders, time frames for activities), the Workshop affords leeway for meeting the needs and wishes of the particular students who come to take their roles as participants. Regular feedback from all concerned—both participants and presenters—and systematic monitoring as the program unfolds, will make possible spur-of-the-minute modifications that promise to improve the program's effectiveness for your group of participants. In other words, the design allows for serendipity—for spotting unforseen developments and reactions and turning them to good purpose. Luck, as the saying goes, favors the prepared mind (or coordinator).

As we translated the program's objectives into specific techniques and activities, we had to balance sometimes contradictory concerns. These will be your concerns, too. First, the tone of the program as a whole and in detail must communicate the sense that the Workshop is a special event and its participants special people. It is necessary to strike a balance between, on the one hand, the importance of treating the students as adults and, on the other, the need to set up procedures that ensure their safety and reassure their parents. Second, the Workshop must respond to student expectations and preferences (or you will quickly lose them), but also stick to an agenda (or you won't accomplish your goals). We have also attempted to match each activity to the ability of high school seniors, but at the same time to stretch their imaginations. Moreover, from day to day the schedule must vary enough in tempo, content, and purpose to maintain interest, but must also preserve the program's internal logic and consistency. Incentives must be built in to ensure continued attendance and to give students a sense of interim accomplishment. Finally, the importance of an agreeable atmosphere—pleasant surroundings, time for chatter and soda and cigarettes, satisfying lunches that meet prevailing tastes—can hardly be exaggerated.

In balancing these considerations and setting the stage for your workshop, you will be dealing with three elements: (1) people; (2) places and services;

(3) materials and supplies. All are important; people the most so.

PEOPLE

Like any production, the Workshop involves the efforts of a producer/director (the coordinator) and a professional supporting cast (moderator, group leaders, mathematicians, working women, college students, commencement speaker) as well as the active participation of the audience—the students whom it is intended to serve.

THE COORDINATOR

Every project needs an enlightened manager. If you have already decided, or been asked, to run a Career Paths Workshop, you are very likely equipped—by experience, temperament, ability, and predilection—for the assignment. Chances are that you are already experienced in providing direct services to students at your college and so may find some of the considerations presented in this chapter rudimentary. However, we chose to provide this detailed and comprehensive blueprint in the hope of making the Coordinator's job as easy as possible.

As Coordinator you will plan and orchestrate a considerable array of activities. Therefore, your job has been designed so that on the actual workshop days you will be free—free to step in yourself or find an understudy if a guest or staff member fails to show up or a group leader calls in sick, and to cope with surprises good and bad. Though Murphy's Law isn't always in force, it does no harm to expect it will be.

Your attitude and behavior will play a major role in establishing the tone of the Workshop. Although it appears that your part, as written, is played out backstage for much of the performance, both students and guests will quickly recognize who you are and the importance of your role.

From among your associates you may wish to choose a trusted colleague as a Co-coordinator who will share the advance work and the day-to-day supervision of the Workshop itself. If you select a person who can also serve as a group leader and as the workshop's moderator, so much the better.

You will also need some clerical and typing assistance: a willing helper during the Workshop and for a couple of days in advance (to meet minor emergencies such as a shortage of newsprint, masking tape, or potato chips; or the collapse of a coffee machine) and, on the four days of the Workshop, two or three additional assistants to help with student registration, and to act as guides and as cloakroom attendants.

WORKSHOP MODERATOR

One of the group leaders (who may also be your Co-coordinator) will be your choice to act as Moderator—an important role. She will perform most of the formal public duties (welcoming the assembled participants, for instance). Primarily, however, she will act as your chief assistant and surrogate—bringing you news, good and bad; keeping eyes and ears open for interesting developments and possible modification of procedures; filtering each day's experiences to the next day's profit. The woman who fills this role should project the same proficiency and warmth you require to yourself.

GROUP LEADERS

The small group is the backbone of the Workshop. It is a home base for student participants -- a place from which they venture forth for new experiences, and to which they return. You will undoubtedly find, as we did, that they tend to function as support groups, to nurture friendships and self-confidence. As the days proceed, and students more and more compare notes on their past and futures, they discover (some perhaps for the first time) not only that others have similar concerns, problems, hesitations, and fears but also that the group accepts each one's uniqueness.

It is the prime job of the Group Leader to invoke and sustain this collaborative atmosphere. The success of the Workshop hinges on her emphathy with the students and on her ability to establish an easy, reassuring, give-and-take atmosphere with her group. The women who lead the small groups are the mainstay of your workshop. Select them carefully.

Qualifications. You will be working with students interested in attending a community college and most likely headed for one in particular—yours. Therefore, for Group Leaders, familiarity with your college and its offerings is an important attribute (and tips the scale toward favoring this source of candidates). Their task of creating and maintaining group congeniality and solidarity may be easier if Group Leaders are also familiar with the general characteristics of the types of students your college tends to attract.

The leaders you choose should be skilled in group dynamics by virtue of experience in individual and group counseling or perhaps in leading other types of groups. This qualification is especially important for (a) it relieves you of having to provide extensive training in the how-to of group dynamics; (b) it frees the Group Leader to concentrate on transmitting and tying together a large amount of information within a relatively brief period of time; and (c) it equips her to be able to respond quickly and appropriately to the flow of events and interactions within the group.

In order for the students to find their Group Leaders appealing as models, these women should embody success in the way they have educated themselves and found rewarding work.

Age, in and of itself, is not an important factor in your selection of women to fill this important role; however, it will add to the program's richness if, as a group, they represent a spectrum of ages. Similarly, experience has shown (somewhat surprisingly) that a woman's particular leadership style has little bearing upon her ability to create and maintain successful interaction and learning within the Workshop's small groups.

Finally, as a group, they should reflect diverse backgrounds; vary in ethnic or national origin and in marital status; and be able to report on diverse paths they have followed toward their present jobs, and on upward-and-outward plans for the years to come.

Recruitment. For a program built around an anticipated 75 student participants, you will need to choose 5 leaders, each of whom will work with essentially the same group of 10 to 15 students throughout the four days of the Workshop. The most likely source of such talent, as you already know, is your own college's student services department, women's studies program, or women's center. Other possible candidates might come from among high school counselors or independent professionals in your locality. But, honoring serendipity, don't overlook possible finds among zealots or mavericks who, perhaps, teach philosophy or history or nutrition in your college, or work elsewhere.

It is wise to select Group Leaders and other members of your supporting cast (mathematicians, working women, and college students) at least two months before the Workshop begins. For one thing, this will allow time for each of them to prepare a brief autobiographical sketch (focused on current work, educational and career background, and goals for the future), and for you to edit, reproduce, and have these ready to distribute to students on the appropriate days. (A further discussion of these autobiographies appears on page 32 and models are given in Appendix B.)

Group Leaders chosen from among your own college faculty or the staffs of feeder high schools will generally be willing to contribute their time and effort to the Workshop. However, you may need to obtain official permission from their supervisors to release them for the four days of the Workshop and another three half-days of orientation. Women chosen from outside your institution and its feeder high schools may require appropriate compensation.

Orientation of Group Leaders. You will have devoted some time to finding women well qualified by background, experience, occupation, and aspiration to lead the small student groups. Because they are thus qualified, they will require only a minimal orientation to the workshop program, which you can best provide in three half-day meetings.

The first orientation session should be held two weeks prior to Day One; the second (at which group leaders and mathematicians will join forces) at approximately the same time; and the third, a week or ten days before everyone returns, after a month's absence, for Day Four.

At least two weeks in advance of the initial orientation session a copy of the Group Leader's Script and all student materials (excluding commercially prepared career brochures and college publications) should be sent to each Group Leader. Although the Script provides step-by-step instructions for the conduct of each of the Workshop's four days, each leader should be expected and encouraged to modify it to accord with her own style, and to make use of her own repertoire of techniques. Reserve time at each orientation meeting to discuss suggested revisions in student materials and scripts and for Group Leaders to exchange ideas.

Begin the first half-day orientation meeting with a screening of the 18-minute videotape "It's My Life," followed by a quick overview of the four-day schedule. The majority of time, however, you will want to devote to detailed discussion of the events and activities to take place on Days One, Two, and Three, with specific attention given to:

- Clarifying the overall goal of each Workshop day and explaining the significance of the sequence in which sessions and topics are introduced
- insuring that there is a clear understanding of the intent of each session and exercise, and of the priorities within sessions and among activities

- establishing a firm sense of the pacing required by each day's agenda
- emphasizing the importance of continual integration and reinforcement of Workshop themes. The 11-minute video-cassette "Getting the Act Together" which suggests how one such theme—the importance of deliberate decision-making—can be woven throughout various Workshop activities, would be useful in illustrating this point
- anticipating student reactions and suggesting a variety of group leader responses. Here the 11-minute videotape "The Participants" can be used to help stimulate discussion of appropriate responses to challenges such as extrapolating positive and/or important aspects from personal experiences students may view as negative or trivial.

The second half-day orientation, devoted to the Workshop's Day Two math segment, could be scheduled for the afternoon of the same day on which the initial meeting is held. Since this second meeting involves mathematicians as well as Group Leaders, its recommended agenda is discussed on page 16, following the description of these resource people.

The third half-day orientation meeting will focus only on the content of Day Four. This session, held a week or 10 days before the Workshop reconvenes for its final day, enables Group Leaders to preview for themselves some of what the students will be experiencing when they come together again—a certain initial hesitancy and shyness, for instance. We suggest that you start by having the Group Leaders do an abbreviated version of the "Reunion"—the first exercise they and their student group will participate in on Day Four. In addition to re-establishing group spirit and being fun, the exercise will help them prepare their responses should students ask what they wish to have achieved in ten years. At this meeting you may want to show the 11-minute videotape, "Planning the Show," which contains excerpts from Day Four's "Planning" sessions to give leaders an idea of what occurred in these sessions during the program's field test.

In Case of Emergency. If one of your Group Leaders has to drop out once the workshop is under way, you, the Coordinator, are the most logical person to assume her role. Because the Group Leader serves such a vital role in providing continuity for her group, it is unwise to introduce an unfamiliar face once a group is already functioning. As Coordinator, you have already established yourself as a familiar person through your greetings before and after each Workshop day and your informal contacts with students during the course of the program. We specifically advise against the Coordinator's serving as a regular group leader to insure that you will be available to take over a Group Leader's duties if the need arises.

Benefits of Participation. There is no doubt that Group Leaders receive as well as give. The Workshop provides an opportunity for them to:

- polish old skills and perhaps discover new ones
- learn something about what for many may be a new field--career and occupational education
- gain a fresh perception of student concerns, strengths, and aspirations

- get to know a representative group of incoming freshmen
- experience a sense of accomplishment as a result of visible student growth and change

In addition to the Group Leaders, you will cast 15 to 20 other professional women (mathematicians, women working in non-academic careers) as well as seniors from your community college in important though briefer supporting roles. A day and a half of the Workshop's four days is devoted to interchange between these guests and the students.

MATHEMATICIANS

For Session #6 (Day Two), devoted to math anxiety/avoidance, practicing Mathematicians are teamed with Group Leaders to give students insights into the process of doing math and new ways to think about this important subject. You will need five Mathematicians for this session, one for each group of participants. All should be women.

You should be able to identify at least one person on your campus, in the math department or one of the student services offices, who is knowledgeable about math anxiety and math avoidance, and who can assist you in lining up four other mathematicians and in conducting the half-day orientation for them and the Group Leaders. She may also be the most likely person to give the initial math presentation on the morning of Day Two.

If you are unable to identify such a person on your campus or at a neighboring institution, you can:

- Try to find a member of your college staff with expertise in test anxiety. After reviewing the material on the math session provided in the Group Leader's Script, she might be able to fill this role.
- Check which local continuing education and adult education programs offer courses in math anxiety. The instructors of these courses should serve your purposes well.
- Contact state, regional, or national associations of mathematics instructors which may be able to provide speaker or consulting services in this field.
- Another, but costlier, option would be to retain one of the several proprietary companies that offer math anxiety consulting services.

Qualifications. As Chapter II indicates, the point of the mathematician's brief address on Day Two is to broach the sometimes intimidating subject of math in a low-key, light-hearted way. It should make clear that fear or dislike of math is a widespread phonomenon among women and men, that it is curable, and that most people can learn to be comfortable enough with numbers so as not to hobble their choice of careers. This talk should strike a note that the small-group discussions will echo--an emphasis on the positive pleasures and utility of math and a start toward demystifying its awesome reputation. While any one of the five mathematicians you recruit should be able to handle this assignment, we suggest selecting someone who least resembles the stereotype of the stern, cold, humorless mathemetician.

Leading the small groups, each Mathematician/Group Leader team will encourage students to express their feelings about math, good and bad, and help them recognize that avoiding math is a decision by default that has serious career implications. In choosing Mathematicians, then, you will be seeking not only expert practitioners in a field still nontraditional for women, but also women who are:

- capable of good, lively, reassuring interchange with young students they've never seen before
- appreciative of the roles played by intuition and feelings in doing math
- interested in communicating their own interest and pleasure in mathematics
- and, since it cannot be assumed that they will have had experience in co-leading groups, women who are agreeable to the idea of working cooperatively with a Group Leader

Like the Group Leaders, the chosen Mathematicians will best serve the Workshop's ends if they represent a wide range of ethnic, social, educational backgrounds, and occupational experience. A fair range in age is desirable but less important.

You may need to obtain, for Mathematicians from your and/or other campuses, authorization for one-and-a-half days of release time (one full day for the Workshop, one-half day for orientation). If you retain a professional consultant, you will need to provide for this expense in your budget.

Preparing Mathematician/Group Leader Teams. Since Mathematicians and Group Leaders will co-lead the half-day math session, a separate half-day of orientation including both groups is advised. At this meeting, (held two weeks or ten days before the start of the Workshop), an initial brief overview of the entire program is again in order, but the main proportion of time should be spent discussing the content of the math session and simulating student activities.

An effective way to begin this training session is to have both Mathematicians and Group Leaders recount personal experiences with and anxieties about math they had as students. After this opportunity to recognize that anxiety about math takes many forms, and that mathematicians themselves experience it, have them develop a list of anecdotes or questions that will be useful in drawing out similar accounts from students in the actual Workshop session.

The remainder of the orientation meeting should focus on (a) a review and discussion of the Group Leader's Script for the morning of Day Two; (b) pairing of Group Leaders and Mathematicians and allotting time for these teams to discuss team-teaching strategies (You will also want to recommend strongly that team members talk to each other again a day or so before their joint Workshop session); and, finally (c) a brief discussion of the major reasons why mathematics is so important for women college students, with a caution to the group that they be armed with cogent responses to such questions as "Why do I have to study algebra if I want to be a nurse?" or "Who really needs math anyway?" You may want to use the 11-minute videocassette, "What Do I Think About Math?" to illustrate some of the student reactions and responses your teams are apt to encounter.

Benefits of Participation. Benefits Mathematicians might expect to derive from their Workshop participation include:

- sharpened skills in a relatively new field--math anxiety/avoidance
- a new set of collegial working relationships
- enhanced insight into the attitudes toward

mathematics held by many of the students they teach.

COMMUNITY COLLEGE STUDENTS

Throughout the Workshop, student participants meet many women—women holding jobs to which they might aspire, group leaders, members of your staff, mathematicians—but only on the afternoon of Day Two (Session #7) do they commingle with women very close to their own age and, perhaps, background and outlook. This session, which focuses on your college—its programs, requirements, and way of life—gives participants an opportunity to question and hear College Students themselves tell what college is like.

While the Group Leader is the single best source of information about such college matters as courses of study, student services, and admissions and placement tests, College Students are clearly best qualified to give these incoming freshmen a sense of what being in college actually feels like.

We recommend that each Group Leader be responsible for finding and inviting to work with her and her group, two female college seniors about to graduate who have followed a course of study leading to a nontraditional career. Delegating this responsibility to the Group Leaders will assure the greatest compatibility between Group Leader and college students and, not incidently, lighten your task load.

Your Group Leaders should have little trouble finding and recruiting suitable college seniors. As they consider candidates, they will do well to pick seniors who are articulate, candid about themselves, and serious about their assignment, and ready to deal candidly with participants' curiosity about all kinds of college matters, including social life, dating, expenses, and ways to enhance income.

College Students will be asked to prepare in advance typical first-semester and current-semester class schedules[1] and (like all other guests) brief autobiographies. What orientation they need as to the purposes of the Workshop and their particular part in it can be provided in a personal briefing by the Group Leader who invited them.

WORKING WOMEN

One half day of the Workshop (Sessions #8, #9, and #10 on the morning of Day Three) is set aside for participants to hear Working Women discuss their jobs, personal lives, educational and career history, and future plans. Day Three begins as a panel presentation to the assembled Workshop with five-minute statements from each woman. Each woman (aided by a group leader) then meets successively with two groups of students for 45 minutes each. During these interview sessions Group Leaders take part only as needed to stimulate or enrich the discussion.

The program's overall goal is furthered if you find ten or more women who are working in male-dominated occupations and who originally graduated from two-year colleges.

Unlike the other groups of presenters, the actual number of Working Women you invite is determined not by the number of student groups, but by the diversity of participants' expressed career preferences and to advance the program's purpose of exposing participants to a variety of new career opportunities. Your goal is to assemble as many women as necessary to meet both requirements. To respond to the interests of student participants (which generally do *not* extend to the nontraditional occupations), you may want or need to select women plying usual occupations within a traditional field, or who have taken unusual routes to a traditional job. You might choose, for example, a female police officer instead of a social worker to illustrate the possibility for nontraditional careers within the traditionally female-dominated helping professions. Or a court stenographer to represent secretarial skills instead of the more familiar and traditional office secretary.

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[1] See description on page 33, and Model in Appendix B.

Qualifications. In order to create the greatest possible rapport between these guests and the students, you will be looking for as many *young* women as possible, as was not the case in choosing Group Leaders or mathematicians. The reason is that for most high school seniors, a career often seems light-years away. The closer to their own age these Working Women are, the better students will be able to relate to them and their experience. The women should be within your students' ken as examples of what they might soon be able to achieve.

In your search, you will seek women who are also ethnically diverse; who differ in marital and family status; who manifest different ways of integrating their occupational, social, and personal responsibilities; and who may have followed unusual paths to their present positions, perhaps changing their careers several times along the way.

Like the Group Leaders and mathematicians, these women should be able to express themselves without condescension or preachiness, and to elicit questions and comments from the students.

Recruitment. Finding and recruiting Working Women who meet the criteria outlined above should not be difficult *if* you start early. It may take several months to line up the kind of panel you want.

Use all of your contacts in the public and private sectors. Start with the departmental chairpeople at your college, who may be able to identify recent female graduates now working in nontraditional jobs. Next, get in touch with personnel departments of government agencies and private corporations, with professional organizations and speakers' bureaus, with your institution's alumni association. (See Appendix C for a selected list of such organizations.) Colleagues at other colleges and universities can also provide leads, as can friends and neighbors at home and at work.

Orientation. These women will not need the formal orientation provided for group leaders and mathematicians. They do, however, need nurturing—from the moment they say hesitantly, "Yes, I think I'll do it" to the moment they take their places at your panelists' table. They will need your encouragement and assurance that their professional lives are of interest and importance to others *and* that they can express themselves effectively. Many, perhaps most, may have no experience in public speaking, and the idea of doing so now may loom as an almost unsurmountable obstacle.

In addition to reassurance, these women will need advance information about the agenda for the day when they will appear, the program's goals and how their contribution fits into the overall structure, and some general facts about the student audience. This information can easily be communicated by mail and telephone, along with specifics on what each woman will need to prepare in advance namely:

(a) a five-minute general presentation that covers such topics as:

- what she majored in at college
- what kind of work she does now
- when and how she decided on her current career
- what other types of work she has done.

(b) a brief autobiographical sketch, which should be mailed to you, the coordinator, a month before the Workshop begins so that you will have time to edit and reproduce it. (A model of a Working Woman's autobiography appears in Appendix B.)

(c) notes for the small-group interviews that will enable her confortably to discuss:

- how she got her first adult job
- the path to her present career and her future plans
- the skills that are required in her present position
- what she likes most and least about her job
- what her family thought about her career choice when she was in college
- the problems and rewards of combining family and work
- some specific examples of how she uses math on the job.

Most women working today want to do what they can to help other women and, if asked, will gladly do so. Those employed by large corporations will typically have their employer's full support in volunteering for an undertaking like this, which is good public relations.

Besides the chance to help young women at a turning point in their lives, the Workshop also gives these Working Women an opportunity to brush up on their public-speaking skills in a low-stress situation (and having done it, they will feel good about it) and to be publicly recognized for their successful and interesting careers.

COMMENCEMENT SPEAKER

Finally, you and your associates will choose a speaker for the graduation ceremony on Day Four. A likely choice would be the highest-ranking female administrator at your college or the chairwoman of a nontraditional discipline. Whoever it is should be a woman in rapport with the program's goals, and eloquently able to express its basic themes and to reflect, specifically, the findings and accomplishments of the four days. Her address should be brief (10 to 15 minutes at most), for your participants will be near the end of their youthful endurance, and should serve primarily as a summation of the program and only secondarily as a final message of inspiration. You might encourage your speaker to incorporate in her talk some personal anecdoes which re-emphasize the Workshop's general themes.

STUDENT PARTICIPANTS

As stated eariler, the recommendations made and plans described in this Handbook are based on a program model assuming 75 student participants divided into five groups of 15 students each. The total number you choose to invite can, of course, be larger or smaller. The upper limit depends only on your resources. Our experience suggests, however, that with fewer than 50 students it will be difficult to convey the essential sense of being a participant in an important and special program.

Assume that your goal is to attract 75 young women graduating from high school in June who are likely to attend your college. Given the purposes of the program, you will want to recruit young women who either are not firmly committed to a traditional career or are at least somewhat uncertain about their career plans.

Much less promising as candidates for the program are high school seniors already firmly dedicated to a traditional womanly career and plan to train for it at a community college. Chances are such career choices have evolved over the years since childhood, and reflect deep-seated convictions as to the value and significance of the chosen career. High school seniors thus committed are apt to resist the idea of change and innovation implicit in the workshop. To try to change their minds would be difficult and presumptuous. A young woman who wants to be a nurse, for instance, may have wanted to be a nurse for thirteen of her eighteen years. Even if you felt justified in the effort, you would probably get nowhere in trying to turn her into a respiratory therapist, much less an electronics technician.

Recruitment. The following procedure will enable you to reach a large pool of potential participants in various secondary schools and at the same time allow selective recruitment by avoiding oversubscription and the unpleasant task of turning down a good many applicants.

- If your program is scheduled for the Spring, write to the principals of all the high schools in your area in October or early November, outlining the objectives of the program, describing your target population, asking their assistance in encouraging their school's counselors and/or college advisors to help in recruitment, and, if the Workshop is to be held on school days, preparing them to authorize the release from school of any student selected to participate. In nearly every case you can expect a positive response to your letter.

The names and addresses of high school principals should be available from your Director of Admissions or Registrar. Or they can be obtained from your local board of education.

- In addition to corresponding with all nearby high schools, you may want to recruit more intensively in those schools that traditionally send many female students to your college. A list of these schools should also be available from your Director of Admissions.

At the same time you will want to enlist recruiting help from any programs on your campus that provide services to young women, as well as any of your college's high school/college articulation programs.

In these special initiatives you may find the 18-minute "It's My Life!" videotape which gives an overall picture of the workshop, helpful in generating interest. In fact, one or more of your local closed-circuit, cable, or educational television stations may be interested in airing the tape as a public-service offering. If it is aired, notify all high school principals as much in advance as possible so they don't miss it.

- Two weeks after letters have gone out to the principals, write to each of the schools' counselors and college advisors. Again, these names and addresses can be provided by your Registrar or Director of Admissions, or by your local board of education.

Your letter to the counselors, in addition to briefly describing the program and the target group, will ask them (a) to help publicize the program within their school, (b) to identify students they believe would benefit from the Workshop, and (c) to help these students complete the applications that you will send later.

With this letter you might also want to enclose a sample article about the program suitable for the high school newspaper and/or a notice for the bulletin many schools publish to highlight such items of special interest to graduating seniors as college application deadlines, college administration testing dates, etc.

- Follow up your letter to the high school counselors a week later with a packet of application forms, sending each school five times as many forms as the number of students you hope to recruit there (e.g., 100 forms if your goal for a school is 20 applicants). Since the counselors are now aware of the Workshop and its purposes, your letter accompanying the forms need only request that they be distributed before or immediately after the winter recess -- whichever time the counselors judge will produce the greatest student response.

Unless you suggest otherwise, most counselors will probably turn over both the forms and the responsibility for distributing them to teachers. Others will go to classrooms themselves to explain the program and solicit applicants. A few dedicated souls may review all senior records, identify likely candidates, and personally deliver applications to each one. This last tactic usually produces the greatest number of applicants.

- Experience suggests that most schools will hand out application forms after the winter recess, so you can expect the bulk of returns in early January. As soon as an application is received, send the candidate a letter thanking her for applying and advising her that she will be notified in February whether or not she has been accepted. This letter, in addition to being a courtesy you extend to all applicants, is also a way of keeping in touch with potential participants during the interim and a means of identifying students who do not initially provide an adequate address (and a means, therefore, of ensuring that you will be able to reach them later). Many students tend to omit zip codes, others fail to indicate that they live with relatives with different surnames. This phenomenon is not so surprising when we remember that most high school students receive little mail (official school notices, for example, are generally carried home by hand) and, therefore, have had few reasons to provide an adequate mailing address.

Selection. A two-person team (you and your co-coordinator, moderator, or other member of your staff) is sufficient to review applications and decide on the most suitable candidates. You will try to select those students who might benefit most from the program, with a slight nod toward those most likely to attend. If you want 75 participants, invite at least 115. Like all invitational programs, the Workshop is subject to inevitable last-minute fallout, despite the flood of applications you will probably receive. To determine the number of invitations necessary to achieve your goal, apply the old rule of thumb: divide the target number by two, multiply the answer by three, and add a few for good measure.

Since the program is designed only for female high school seniors, you will first eliminate the juniors, sophomores, freshmen, and males who may apply. In judging the remaining applicants, you will find it useful to apply two inter-related criteria, selecting those who (a) are highly likely to enroll in your college or another two-year college (b) express direct or potential interest in nontraditional careers or indicate only vaguely defined career goals.

• Criterion A: Highly likely to enroll in a two-year college. A student's response to "What is the highest level of schooling you desire?" (Question #10 on the model application form in Appendix B) is often a more valid indicator of the likelihood of her attending a two-year college than is her choice of colleges (Question #12 on the model form.) While the highest level of schooling sought is generally in accord with the colleges a student lists, our experience indicates that many students who say they aspire to a baccalaureate degree will in fact attend a community college first, putting off additional education until later. In our experience, many students with the lowest aspirations (e.g., "high-school degree" or "some college, no degree"), who might appear to qualify for the Workshop, are apt not to attend even if invited.

The intention of attending a community college can be further verified from an examination of the applicant's career choice (as discussed under criterion B below). Misinformation about the types of postsecondary institutions offering training for specific careers is common among high school students. Students wanting to become electronics technicians, for example, may state they want a bachelor's degree in science, not realizing that such training may be more appropriately taken at a community college.

• Criterion B: Vague career goals and/or potential interest in nontraditional careers. Here a student's career choices and her estimate of the likelihood of achieving them (Questions #14 and #15 on the model form) provide the clues. Since it has been repeatedly documented that few high school students are aware of even the most general qualifications for particular occupations, you should not be surprised by respondents whose career choices and educational aspirations are poorly matched. Better than average matches are most frequent when a student's range of career choice is limited and well within the traditional pattern.

The students you will be particularly interested in are obviously those who have expressed an interest in careers nontraditional for women, regardless of how good or poor they think their chances are of reaching their goals.

Don't be surprised if most applicants appear uninterested in nontraditional occupations. Even when choices fall within traditionally male-dominated fields (e.g., business, transportation, computer science), most will stick to the feminine subspecialities (e.g., bookkeeper, flight attendant, keypunch operator, etc.). Looking at the responses to "likelihood of entering career" (Question #15), you will incline, therefore, toward those who are least confident of achieving their first-choice career and thus most open to learning about and exploring new options. This very unsureness may powerfully movivate them to attend the Workshop. If a student feels she knows all the answers about her future, she is apt to feel little need to join such a program.

Other considerations will also enter into your selection. You may want to give weight to applicants' seriousness and maturity as suggested by the benefit they expect from the Workshop (see Question #16); to ethnic or racial representation; to achieving a mix of high schools; to expressions of distaste for or fear of math; to any indication of interest in self-improvement or decision-making. And, if possible, you may want to aim for a group of participants that among themselves represent the largest variety of occupational interests.

Notifying Applicants. You need a firm cutoff date for selecting candidates so that all applicants can be informed of their status by early February. It is important that letters both of acceptance and of non-acceptance are sent at the same time.

It is always difficult to inform those not chosen to participate. Their inevitable disappointment will be softened by a graceful explanation (e.g. their commendably firm career goals or their clear preference for a four-year college overqualifies them for the program; their application arrived after the number of openings allowed for their high school had already been filled; etc.)

For students who are chosen to participate, four enclosures should accompany their letter of invitation: (a) a parental consent form to be signed by the parent or guardian; (b) an interest-inventory instrument to be completed by the student; (c) a pre-addressed return envelope in which the completed consent form and interest inventory can be mailed back to you; and (d) a copy of the Workshop Overview, describing briefly what topics the Workshop will cover, and the Workshop dates and times.

Since it is so important that each participant return, in advance, both the signed parental consent form and a completed interest inventory (the first for legal purposes; the second because you will need several weeks to have it scored and available for the student's use on Days One and Three), you may want to follow up on those you have not heard from by the end of February. We found a phone call more effective in these cases than a letter. In some instances you may want to ask the high school counselor to talk to a student about returning her forms.

Ten days before Day One of the Workshop, send a letter to each participant reminding her that a place has been reserved for her; re-stating where and when the Workshop will take place; and giving a telephone number she can call for travel instructions or to let you know if she is unable to attend.

Assignment of Students to Small Groups. When you have received responses from 60 to 75 percent of all invited students, it's time to begin assigning participants to the small groups they will be a part of throughout the Workshop. The optimal size of these groups is somewhere between 12 and 15.

In determining the composition of each group, you will be seeking a mix of students that will promote two important program goals: (a) to establish a supportive, nonjudgemental environment that encourages participants to explore their experiences, feelings, ideas, and futures openly and honestly; and (b) to expose all participants to as broad a diversity of perspectives as possible.

The key to student groupings that most successfully achieve these goals is heterogeneity. A healthy heterogeneous mix can be attained by assembling groups of students who

- have different career interests
- vary in past academic performance (as indicated by reported high-school grade-point average)
- are from different high schools, or at least from different homerooms
- represent a variety of ethnic and racial backgrounds.

A careful reading of student application-form responses will provide clues to additional measures of diversity--degree of maturity, expectations from the Workshop, feelings about mathematics, academic subject preferences, previous work experience, family size, etc.

Assigning Group Leaders to Groups. This part is easy. Simply assign Group Leaders to groups at random. As mentioned earlier, one of the happy facts of this program is that a leader's effectiveness seems to have no correlation with her style or any other personal characteristic.

Special Groupings for Career Interviews. Barring peculiar attendance patterns or emergency situations discussed below, students will need to be regrouped only for Sessions #9 and #10 on Day Three when each one meets with two different working women.

It is also likely, given the criteria by which you will select working women, that sometimes little or no obvious relationship will exist between any of a student's career preferences and any of the jobs held by the panelists. The strategy here is to assign students to a woman whose work bears at least some generic similarity to students' career interests.

Be prepared to provide a substitute in case one of your working women panelists cancels or is unable to attend at the last minute. You may be able to use a Group Leader or mathematician who has had another career. Or, try to locate someone working on your campus. Be resourceful: try the student health service, the campus book store, the cafeteria, the physical education department, the computer science department, or any other campus location where you might find an appropriate female. If you are unable to come up with a substitute, dismantle the missing woman's group and reassign those students to other interview groups.

Last-Minute Changes. Make no mistake. When Day One arrives, your carefully constructed student groups may have to be rebuilt--depending on who actually shows up and who doesn't. It is entirely possible that after registration, you will find yourself with one group of 6, another of 8, and several with their full complement of 15. You and the Group Leader(s) assigned to these suddenly underpopulated groups will need to decide, before the welcoming address, whether all or some of these groups can run successfully as is for the duration of the workshop. If you agree that they can, just proceed as scheduled. However, if you sense a Group Leader's doubt as to the ability of her group to sustain the necessary level of fruitful interchange for four days, be prepared to combine the two smallest groups (unless you thus create a group of many more than 15 students), or to reassign students in the too-small group to other groups. If you must take the latter course you will then need to deal tactfully with the Group Leader, mathematician, and two college students who were recruited to work with the now nonexistant groups.

If one of the two College Students selected to work with a small group is unable to attend, the other student should be able to work alone with the group. If by some remote chance neither of the two can make it, you might be able literally to stick your head out the door and pull in any of the college seniors walking down the hall that you recognize. Or, you could probably use one of the college students who are acting as your Workshop staff. If all fails and you are unable to find a substitute college student, you can borrow one of another group's pair of college seniors; reassign the members of the group without a college student to other groups; or simply let the group leader carry this session alone.

If a Mathematician is not able to attend at the last minute, we do not recommend recruiting a substitute. Without the half-day training it is unlikely that she will be able to work with the Group Leader to conduct the session satisfactorily. Therefore, if one of your Mathematicians does not show up, combine the group she was to co-lead with another group, preferably the smallest. Try not to break up the original group of students by reassigning them individually to different groups. Because they will be asked to express feelings and negative reactions in the math session it is a good idea that students remain with others they are already familiar with. If it is not possible to leave a group intact, divide it in half and assign each half to another group.

UNINVITED GUESTS

You may find that some Workshop participants arrive with friends, siblings, or parents, particularly on Days One and Four. We recommend that girls of the appropriate age (e.g., school chums, or slightly older sisters of the participants) who arrive on Day One be invited to join the Workshop and encouraged to participate for the full four days. If they agree, they should be absorbed into the Workshop activities and assigned to one of the smaller groups. It is not necessary to keep friends or sisters together. Other uninvited guests, however, should be requested to wait in some appropriate place for the day. These would include parents, males, much older or younger friends or sisters, and females who do not plan to attend the Workshop for the full four days. While they should not take part in the program, you might want to invite these guests to sit in on the assembly (large group) sessions and, of course, the graduation ceremony on Day Four.

PLACE, SPACES, AND SERVICES

PLACES AND SPACES

Knowing what a problem it can be, start negotiating for space in which to hold the Workshop and secure commitments for rooms as early as possible so you can begin your recruitment campaign knowing your program will have a suitable home. By resolving space problems early in the academic year, giving yourself at least six month's lead time, you will be able to devote your efforts to the Workshop's more substantive requirements.

The Workshop will require a fairly large and flexible space in which to deploy a hundred or more people for four days of varied activity. Look for a setting, preferably on your campus, that includes these essentials:

- A large assembly room or auditorium that seats 100 comfortably, which can accommodate a table up front long enough to seat a dozen or so panelists, and which is (or can be) equipped with a public address system.

The approximate times that this room will be used during the program are shown on the following page.

LARGE ASSEMBLY ROOM

	Equipment Needed
DAY ONE	
8:45 a.m. to 9:30 a.m.	1 microphone; a rostrum
DAY TWO	
8:45 a.m. to 9:40 a.m.	1 microphone; a rostrum; a chalkboard, chalk, and eraser
DAY THREE	
8:45 a.m. to 10:45 a.m.	long table, chairs, and 4 or 5 microphones for panelists and moderator
2:45 p.m. to 3:15 p.m.	1 microphone; a rostrum
DAY FOUR	
8:45 a.m. to 9:10 a.m.	1 microphone; a rostrum
3:00 p.m. to 3:45 p.m.	1 microphone; a rostrum

- An area within or near the general assembly room where casual refreshments can be set up and served before the start of each day's activities, and where students can register and pick up their materials.

- An ample, secure cloakroom, equipped with racks, hangers, shelves, and umbrella stand (just in case), for use by participants and guests. Simple coat racks with hangers can also serve this purpose if a cloakroom is unavailable or inconveniently located.

- Five smaller rooms (one for each group of fifteen students, their Group Leader, and up to two or three guests) preferably in close proximity to the general assembly room. (These five will be sufficient except on Day Three when you may need an additional five rooms to accommodate student interview sessions with the ten working women). The small rooms should be set up informally, with a table and seating around it for 18 or 19 people. Try to select rooms with sufficient wall space to tape or tack up 15 large sheets of newsprint.

These small meeting rooms will be in use at the following approximate times:

SMALL MEETING ROOMS

DAY ONE	
Session #1	9:30 a.m. to 12:00 noon
Sessions #2, #3 & #4	1:00 p.m. to 3:40 p.m.
DAY TWO	
Session #6	9:40 a.m. to 11:30 a.m.
Session #7	1:00 p.m. to 3:30 p.m.
DAY THREE	
Sessions #9 & #10	10:45 a.m. to 12:30 p.m.
Session #11	1:30 p.m. to 2:45 p.m.
DAY FOUR	
Sessions #12, #13 & #14,I	9:10 a.m. to 12:20 p.m.
Session #14,II	1:15 p.m. to 2:55 p.m.

- One centrally located room reserved for staff and for stacking and organizing supplies for instant access and retrieval. An office will do nicely.

- A medium-sized room with seating for half a dozen or so people where relatives and friends who accompany students may wait while the Workshop is in session.

- Parking space for staff, presenters, and student participants. Early in the year arrange for reserved parking on Workshop days.

FOOD SERVICE

Refreshments. Whether the refreshments served each morning in or near the general assembly room are supplied by an outside caterer, your campus food service, or donated by alumni or other well-wishers, you will want to keep in mind that food preferences, perhaps more than anything else, tend to distinguish your student participants from the other women taking part in your program. High school seniors will probably much prefer juice and milk and doughnuts and cookies to the coffee, tea, Danish or croissants that brighten their elders' morning. You can try to accommodate both groups.

If possible, stretch your budget to cover the cost of a surprise mid-afternoon snack or juice break on Day Three. Students (and even Group Leaders) will appreciate it, wilting as they well may be from three exciting but long days of hard work. Besides, it adds a pleasant note to the closing hours of this last day before the month's break.

Luncheons. When planning luncheon menus, work backward from your budget. Menus can be negotiated, your budget probably can't. Start by discussing your needs with the manager of your college's food service or cafeteria or whomever caters meals for special events at your institution. Your aim is to provide lunchtime food and dining arrangements that are as "adult" and non-institutional as possible and to determine what, given your budget, they can offer for four lunches and four mornings' refreshments. It is important that menus vary from day to day and always include some type of dessert. (Jello, however, will not do.) And, try for something special for Day Four. Another food tip we pass along with confidence is that it will be practically impossible to overestimate the amount of beverages your student participants can consume.

In settling on appropriate menus, the trick is to achieve the best balance between your budget, prevalent high school tastes, and nutritional commonsense.

Your luncheon location will depend, of course, on what is available on your campus. If you have a choice, consider, in the following order:

(a) Your college's faculty dining room--if it is not too far away from where the Workshop is being held and if you can get permission to use it. This more luxurious setting will reinforce the special nature of the program, and a short walk will give participants a chance to see more of your campus.

(b) The general assembly room--if it has moveable seating, if your caterer can and will deliver there, if the college will permit its use for meals, and if you are prepared to deal with after-lunch clean up each day.

(c) The student cafeteria--if you can reserve a section of it or an adjoining room for the exclusive use of Workshop participants and guests. If possible, arrange to have their food served to them, or at least for a separate line if they must serve themselves cafeteria style. In either case, try to have place settings at the tables your Workshop people will be using.

Whatever space you use, tables should be set up to accommodate from 10 to 15 people to facilitate group discussions. Eliminate reserved seating for Group Leaders and other adult guests, who should mingle with the students. Finally, choose space in which a public address system can be installed for announcements.

As suggested earlier, an overriding quality you will want to establish in all your Workshop spaces—above and beyond the essentials described above—is an inviting and attractive ambiance. The layout, appurtenances, and atmosphere should convey to participants that they are special people in a special place, meeting as adults with other adults in an adult setting.

MATERIALS AND SUPPLIES

PRINT MATERIALS

The program uses an extensive array of print material to attain its objectives—forms to simplify pre-workshop and general administrative tasks of the Coordinator; a script to guide Group Leaders; and information and worksheets for students. Some of these materials are easily obtainable standard tests and booklets, but most have been designed especially for this program.

This section provides a brief description of each of these materials; full-scale Samples △S and Models ⬡M are given in Appendix B. Materials coded as △S (Sample) can be reproduced for use in your workshop exactly as they appear in the Appendix. Material coded ⬡M (Model) must be altered to your specifications. Material coded ☆ denotes collections you will need to assemble.

GENERAL MATERIALS FOR EVERYONE

The following forms will help everyone associated with, or interested in, the Workshop to understand what's going on when, where, and why.

△S What This Workshop is All About. A one-page summary of the program's rationale and purposes. The sample given in Appendix B can be reproduced and used as is, but we advise you to check the figures on women's workforce participation (paragraph three) to be sure they are still accurate for the year your program is held. (Distributed on Day One.)

△S Did You Know That... A statistical summary of women's current participation in the workplace and the differences between their career choices and resulting salaries and those of men. Again, you will want to make sure the statistics are still accurate at the time of your Workshop. (Distributed on Day One.)

⬡M Workshop Overview. This one-page description of the activities that will take place during the four days of the Workshop can be sent in advance to presenters and participants alike, or be distributed on the morning of Day One. Together with What This Workshop is All About, it could be used to satisfy most public-information needs.

⬡M Daily Agendas. At the beginning of each Workshop day, you will find it useful to distribute copies of that day's agenda to participants, group leaders, and presenters. Agendas include the day's activities, where and at what times they will take place, and for each participant and Group Leader, the number of the room in which they will be meeting and the name(s) of any special guests they will be working with.

GENERAL MATERIALS FOR STUDENTS

M Workshop Application Form. In the interest of keeping costs to a minimum, an application form can be designed to be more than a recruitment tool. It can also publicize the program and enable you to select and group participants wisely. Like the model shown in Appendix B, your form can be designed to fold out into a poster for display on bulletin boards and to include a preaddressed questionnaire that students can complete, fold, seal, stamp, and mail back to you.

Note that the appended application questionnaire requests more information than you need to select participants. Some of the information requested will help you identify special student circumstances and to plan in advance such things as arrangements for handicapped students or those with special dietary needs. Responses to other questions can help to determine the occupations of working women to be invited and the composition of student groupings at various times during the Workshop. Still others will provide baseline data for evaluation.

We recommend an application that requires some effort to complete. This will tend to discourage applicants with little genuine interest in the program and increase the likelihood that those who do take the trouble to apply have a greater commitment to follow through if invited.

M A standardized vocational interest inventory instrument that compares an individual's interests with national norms. One well-known choice is the Strong-Campbell Interest Inventory (which we used) that provides an overall idea of a person's occupational orientation, and gives her a notion of the kind of work, working environment, and co-workers she might most enjoy, and the kinds of activities she appears best equipped to cope with. Students also receive scores on two special-interest inventory scales -- academic orientation and introversion/extroversion.

Another commonly used instrument is the Kuder Occupational Interest Survey. For other suggestions, consult with your college's Office of Admissions and Placement or with Student Services. They may regularly use a standardized interest inventory that provides results for each individual and be able to get copies for you at no or minimal cost, and to arrange to have them scored. (Mailed to students with their invitations.)

M Letter of Welcome. An open letter to all participants from your staff welcoming them to the program. This letter, done on college letterhead, is included in each student's notebook on Day One. Its purpose is to personalize you and your staff.

M Welcome Back. This brief letter (on your letterhead), included among the new materials given to students on Day Four, is a way of recording some of your feelings about the program and your hopes for participants' futures.

M Certificate of Program Completion. Blank certificates can be purchased at most large stationery stores or ordered through a stationery supplier. Depending on your budget, these can be printed, typed, or inscribed by someone with a sure hand (a project for the Art Department?). Filling in the number of Workshop hours actually completed by each student (done by staff immediately after Day Four registration) will further personalize the Certificates. (Awarded on Day Four)

GROUP LEADER MATERIALS

△ Group Leader Script. The prime possession of the Group Leader -- after her brains, perceptiveness, experience, and skills -- is her Script. This 63-page document, which appears as Appendix A, provides an hour-by-hour scenario of each Workshop day, complete with objectives; illustrative examples; actual words that she can use to introduce, explain, or summarize a particular concept or activity; time estimates; even what they call in the theatre "blocking" -- who walks where when; and additional things to do for groups that move quickly as well as an indication of what might be dropped in groups that move slowly.

The Group Leader Script, which is a distinctive adjunct of this package, gives you and your Group Leaders a fail-safe method of insuring that events proceed on schedule, with each group of students partaking of similar experiences. For the Group Leader it means, moreover, release from having to worry about myriad details. Most leaders will supply their own favorite anecdotes and examples and will take pleasure in improvising ways to draw out the students in their groups. But having this detailed Script in hand will allow them to concentrate on their particular students and the actual turn of events. The Script, as noted in the discussion of Group Leader orientation, also eliminates the need for extensive pre-workshop training. And, speaking of fail-safe, it is always possible that one of your Group Leaders will have a bad day and be grateful that she doesn't have to make anything up.

☆ Group Leader Boxes. Besides her Script, each Group Leader is supplied every day with a "box" containing the materials and supplies she will need for that day's sessions. Her box for Day One will contain, for instance: a Magic Marker; extra sheets of newsprint; extra pencils, sufficient copies of the three worksheets her group will use during the day; copies of all materials included in students' notebooks for Day One; and masking tape, tacks, or a staplegun to attach newsprint to the wall. Chapter IV lists exactly what goes into these boxes each day.

STUDENT MATERIALS

In addition to certain basic supplies (3-ring notebooks, pencils, paper, etc.), students receive, over a period of four days: 11 worksheets geared to specific small-group exercises; 9 supplementary information sheets; autobiographies of all Group Leaders, mathematicians, working women, and college students; a packet of brochures describing a wide variety of careers; and a large packet of your college's student-orientation materials.

When reproducing or ordering student materials, allow one copy apiece for each participant plus another half-dozen for each Group Leader.

Worksheets. All worksheets have been designed to meet the specific objectives of a given session. We recommend reproducing these worksheets on colored stock to help students and Group Leaders locate them easily and as another of the details whose cumulative effect will be to enhance students' sense of the program's specialness.

△S Feeling Good About Myself. A simple one-page form with space for the student to fill in four examples of things she has done that made her feel good about herself. (Used in Session #1)

△S What Are My Skills?/How I use My Skills Every Day. Part 1 of this two-part worksheet is a checklist of numerous skills, grouped under such categories as "verbal-persuasive" and "managerial," on each of which the student rates herself on a scale from 1 ("not skillful") to 3 ("very skillful"). Having rated herself on all listed skills, the student then chooses those she feels are her strongest and, in Part 2 of the exercise describes the ways she uses these skills in school, at home, and elsewhere. (Used in Session #2)

△S What Do I Value?/How I Realize My Values Every Day. Part 1 of this two-part worksheet is a checklist of some two dozen values, ranging from fame to solitude, from security to risk. Each student checks those values important to her, then circles the four most important ones. Part 2 asks her to describe day-to-day situations where these values come into play. (Used in Session #3)

△S Everyday Math. A single sheet recounting four commonplace events that might occur during an ordinary day that involve numbers -- from buying stamps to dividing a lunch bill. (Used in Session #6)

△S Questions to Consider...for Community College Students. A list of questions to help students focus on questions they might want to ask of college students. (Used in Session #7)

△S College Checklist. A series of questions about college registration, curriculums, courses, and expenses that participants may be most interested in finding the answers to in the college materials you provide, from the college seniors they talk to, or independently. (Used in Session #7)

△S Questions to Consider...When Interviewing Working Women. Questions to help students focus on the relevance of panelists' experiences to their own college and career plans, and to prod them toward asking questions of their own. (Used in Session #8)

△S Career Characteristics Data Guide. A system of organizing information about occupations that enables students to compare and contrast occupations. (Used in Session #11)

△S Cindy's Problem. The fictional biography of a 16-year-old girl who is a junior in high school and is trying to resolve conflicts about college and work. (Used in Session #13)

△S My Career Plan. This form asks each student to list one long-range goal she wants to reach by age 27 or 28, two intermediate goals for one year hence, and specific actions she will need to take to achieve these goals. (Used in Session #14, Part II)

△S Next Steps. A checklist of "Things to Read," "Things to Do," and "People to Talk to," which students fill out and from which they extract immediate next steps they might take. (Used in Session #14, Part II)

M Group Leader Autobiographies
(distributed on Day One)

M Mathematician Autobiographies
(distributed on Day Two)

M Working Women Autobiographies
(distributed on Day Three)

...outlining each woman's present occupation, educational and employment background, and future career plans.

M College Student Autobiographies
(distributed on Day Three)

...outlining each student's college experience; family, school, and job background; and future personal and career goals.

These brief personal sketches serve not only as a source of career information, but also to redress (in a less direct but time-conserving way) what would otherwise be a severe imbalance between the amount of information students are encouraged to disclose about themselves and the amount of such personal information they receive from others.

As discussed earlier, the Group Leaders, mathematicians, working women, and college students with whom participants interact will prepare these autobiographical sketches according to outlines suggested by you and your staff, and submit them at least a month before the Workshop takes place to allow time for you to edit, type, and reproduce them. You will edit as necessary for grammatical correctness and coherence, but avoid the impulse to turn each account into a glowing success story. The personal stories your guests have to tell will, in fact, benefit your students in direct proportion to the candor with which they recount the inevitable ups and downs people actually experience in their lives.

We recommend that a number of each of these autobiographies be reproduced on colored stock so that while each student will receive all the autobiographies, those of the people she gets acquainted with most directly—her own Group Leader, the mathematician who co-leads her group on Day Two, the two working women she interviews, and the two college students who join her group for the afternoon for Day Two—will appear in her notebook on colored paper.

S or M Your Interest Inventory. A cover sheet for students' interest inventory profiles that gives a simplified explanation of what the inventory is all about and what the results tell each student about herself. What you see in Appendix B can serve as a Sample if you use the Strong-Campbell Interest Inventory, or as a Model for preparing a similar sheet to accompany whatever other interest inventory instrument you choose. (Used in Sessions #4 and #11)

S Math Games We Play...© A one-page distillation of self-defeating games we play on ourselves (such as saying "I don't have a math mind," or "I got the right answer the wrong way"), often reinforced by games other people play on us ("You should know that," "It's obvious"). (Used in Session #6)

S Twelve Math Myths.© This list of 12 common misconceptions about math is used during Session #6 to stimulate discussion about beliefs that contribute to math anxiety and avoidance. Examples: "Math is not creative," "There is one best way to do a single math problem."

S Did You Know That...Most Careers Involve Math? Briefly cites examples of how workers ranging from fashion designers to secretaries use math on the job. (Used in Session #6)

M Typical Community-College Student Class Schedules. A simulation of your college student guests' first-year, first-semester (quarter) and current-semester (quarter) course schedules, listing times and days of the week she attended classes; names of courses and whether they were required or elective; and what she did before and after classes (had lunch, socialized, studied in the library, worked at a job, etc.) These are prepared in advance by the college students under the supervision of the group leader, using a form that you provide. (Used in Session #7)

☆ College Information Packet. A collection of your college's catalogs, students handbooks, and other orientation materials; plus:

> M Career Programs at [*name of your college*]. A listing and brief description of all occupational programs offered at your college. These could be supplied by the departmental chairpeople of the various programs. (Used in Session #7)

Gather as much printed matter as possible. Don't worry about overloading participants. Their initial reaction is likely to be "It's too much to read", but in fact, they love it. Our followup survey substantiates the fact that students continue to return to this material time and time again after the program ends and to share it with siblings and friends.

☆ Career Information Packet. As impressive a collection of descriptive information about as many specific careers as you can put together. A selected list of professional association, government agencies, and corporations from which career-specific brochures and booklets can be obtained in quantity free or at minimal cost is given in Appendix C. Ideally, each packet will also include other material you have on hand that is geared to the expressed career interests of individual participants, and the following two specially prepared items:

> S More Than You Probably Want to Know About Careers. A set of one-page descriptions of the characteristics of a number of occupations that a student can prepare for at a two-year college.
>
> S Sources of Career Information: A Bibliography and Guide. An introduction to the process of learning about career options, with guidelines about where to find what information. Discusses personal contacts, printed materials, and professional organizations as sources, and outlines the kind of information to look for. (Used in Session #11)

S Making Decisions. Emphasizes the essential role of information gathering in decision making and cites mistakes people commonly make when basing decisions on poor or incomplete information. (Used in Session #13)

SUPPLIES

After you have arranged for appropriately furnished spaces for Workshop activities, refreshments and lunches, and the reproduction and collection of the print materials discussed above, there remains only this small list of supplies to be begged, borrowed, or purchased:

- Pre-addressed return envelopes. One for each student invited to the Workshop (enclosed with her letter of acceptance to expedite the return of her completed interest inventory and signed parental consent form).
- Signs. A handful to be prominantly displayed during the four days of the Workshop, directing people to the general assembly room, public telephones, rest rooms, and smoking lounges.
- Pin-on Name Tags. One for everyone directly involved in the program (workshop staff, student participants, group leaders, mathematicians, working women, and college seniors) -- plus, for good measure, a second set for students, workshop staff, and group leaders for Day Four, especially if you follow the 3 + 1 format prescribed in this book (three consecutive days followed by one concluding day a month later).
- #2 pencils. One for each student plus an additional half dozen for each group leader.
- 2" three-ring binders. One for each student participant.
- Self-adhesive labels. One for each participant on which her name can be typed or printed and then applied to the cover of her binder.
- Lined, loose-leaf paper. A half-dozen sheets

per participant (to fit her three-ring binder) for taking notes, etc. and an additional half dozen for each group leader.

- Newsprint. 25 large sheets for each small group (enough for the mornings of Day One and Day Four) and, as a precaution, another pad or two.

- Magic markers or large crayons. One for each group leader on Day One; one for each student and group leader on Day Four.

- Masking tape, tacks, or stapleguns. One roll of tape, box of tacks, or staplegun per group for attaching newsprint to walls as necessary on the mornings of Days One and Four.

- Chalkboards, chalk, and erasers. One of each for every small group for the morning math session on Day Two would be convenient, but is not mandatory. Newsprint pads, easels, and Magic Markers or crayons would be suitable substitutes.

- Large sturdy envelopes. Two for each student participant plus an extra two dozen, large enough to serve as containers for the College Information Packet materials on Day Two and the Career Information Packet materials on Day Three.

- Shopping bags. Two for each student (to help them transport the mass of college materials you will be distributing on the afternoon of Day Two, and the collection of career materials on Day Three). A local bank, supermarket, or other civic-minded business should be willing to donate these if asked.

- Name placards. One to identify each member of the working woman panel as she sits at the panelists' table (on the morning of Day Three).

- The Dictionary of Occupational Titles, Employment and Training Administration, U.S. Department of Labor (Washington, D.C.: U.S. Government Printing Office). Two copies for each small group, at least one of which is a current edition (for the afternoon of Day Three).

- The Occupational Outlook Handbook, Bureau of Labor Statistics, U.S. Department of Labor (Washington, D.C.: U.S. Printing Office). Two copies for each small group, again at least one of which is a current edition (for the afternoon of Day Three).

- Other comprehensive career reference books such as Lovejoy's Career and Vocational School Guide. At least two such supplementary reference for each group (for the afternoon of Day Three).

CHAPTER IV: A COORDINATOR'S-EYE-VIEW OF THE WORKSHOP

This chapter constitutes the Coordinator's Guide -- a complete, blow-by-blow account of the Workshop from the day before Day One to the end of Day Four. It relates precisely what is going on from hour to hour, including who is doing what, and where and why they are doing it. Time estimates are given for each activity to suggest *relative* length. You may have reason to condense or expand certain segments; some suggestions for doing so appear in Chapter V. All material referring to evaluation is bracketed, indicating that these activities, though recommended, are optional.

Your Guide differs from the Group Leader's Script, which appears in the appendix, in several ways. Unlike the Group Leader's Script, which provides actual words for her to use if she chooses, the Coordinator's Guide simply paraphrases the gist and purport of the Group Leader's discourse, as it does for the words of the guests who make presentations. Furthermore, this Guide includes on the right-hand side of each page something that the Group Leader's Script omits: a precise indication of what you as Coordinator should be doing or thinking about at any given point. As such it should provide a handy time- and worry-saving guide to each day's events and your part in them.

IT'S MY LIFE!

DAY ONE MINUS ONE

COORDINATOR'S CHECKLIST

☐ Conduct a final inventory of materials and supplies to make sure everything needed for each workshop day is on hand and everything for Day One assembled.

☐ Is each Student Notebook labeled with the name of the student participant for whom it is intended, and filled with the following?

- a pin-on name tag
- 12 sheets of blank loose-leaf paper
- "Welcome" letter
- What This Program is All About
- Did You Know That... (facts about women and work)
- Agenda for Day One
- Your Interest Inventory, appended to the student's interest inventory profile
- Group Leaders Autobiographies
- [Participant's Questionnaire (pretest)]

☐ Is each Group Leader's Box for Day One filled with the following supplies and materials?

- a heavy Magic Marker
- three extra sheets of newsprint
- masking tape, tacks, or staplegun
- copies of Feeling Good About Myself worksheet
- copies of What Are My Skills? worksheet
- copies of What Do I Value? worksheet
- several copies of all of today's student notebook materials
- extra pencils

IT'S MY LIFE!

DAY ONE

"Me, Myself, and I"

8:45 - 9:00 a.m. (15 minutes)

REGISTRATION

- STUDENTS begin to arrive at 8:45 a.m. WORKSHOP STAFF members greet each one and direct her to the general assembly room.

- As students enter the general assembly area, WORKSHOP STAFF members see that each one receives a name tag, a pencil, and her loose-leaf notebook.

- Students are directed to hang up their coats, sign the register, help themselves to refreshments, find a seat, pin on their name tags, and read the letter of Welcome.

  [If you use a pretest, the letter of Welcome can direct students to find it in their notebooks and complete it. As students work on the questionnaire, WORKSHOP STAFF will circulate, offer help, and collect the duplicate copies of questionnaires as they are completed.]

COORDINATOR'S CHECKLIST

8:15 a.m. (or earlier) - 8:45. See that:

☐ Assembly room is set up and public address system is in working order.

☐ Refreshments are in place.

☐ The cloakroom is open.

☐ Registration sheet is in place.

☐ Student notebooks are organized for easy distribution (e.g., alphabetically).

8:45 - 9:00 a.m. A few reminders:

☐ Students will tend to arrive quietly and shyly on this first morning. Many may be late. Workshop Staff should be prepared to put them at ease — to introduce themselves, welcome students warmly, and tell them what to do.

☐ Be prepared to correct errors on the list of invitees, to register and provide materials for uninvited but welcome students, and to direct parents and other visitors to an area you have set aside for them.

☐ Greet group leaders as they arrive. Give them any last-minute instructions, the Day One Agenda, and a list of the students in their group. Ask them to sit among the students in the audience for the Welcome and Introduction.

9:00 - 9:15 a.m. (15 minutes)
WELCOME

- From the podium, the COORDINATOR welcomes participants, delivers keynote address ⟨M⟩, then introduces the MODERATOR, who will serve as mistress of ceremonies for the four days of the workshop.

9:15 - 9:30 a.m. (15 minutes)
WORKSHOP INTRODUCTION

- MODERATOR explains the program's structure and format and introduces the GROUP LEADERS, who are seated in the audience. MODERATOR then directs participants to the small-group rooms.

9:30 - 9:40 a.m. (10 minutes)
MOVEMENT

- All PERSONNEL and PARTICIPANTS move to the assigned rooms, leaving coats, etc. in the cloakroom.

9:40 - 12:00 noon (140 minutes)
SESSION #1: FEELING GOOD

- The GROUP LEADER begins by introducing herself and explaining the reasons for meeting in small groups and her role as Group Leader.

COORDINATOR'S CHECKLIST

☐ You decide when to start. Do you want to delay a few minutes to accommodate latecomers?

⟨M⟩ A model speech you can adapt for your address appears in Appendix D.

☐ During the Welcome, WORKSHOP STAFF deliver the Group Leader Boxes to the small-group rooms and tape newsprint sheets to walls.

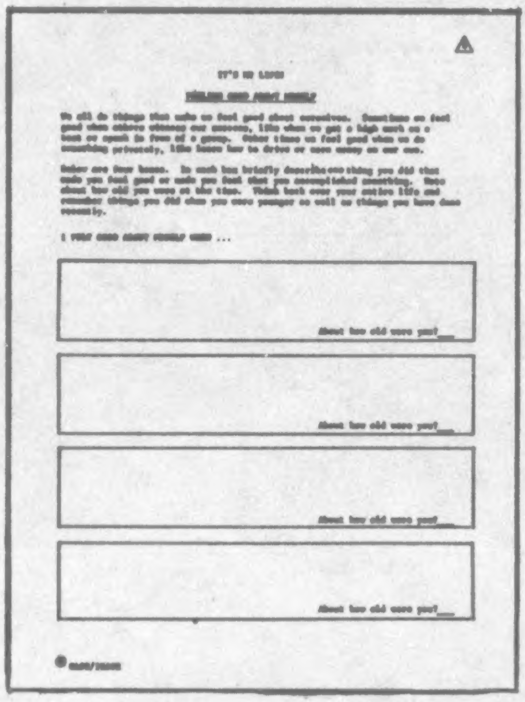
☐ A STAFF member stays behind to watch belongings and to greet, register, and help late arrivals get to their correct rooms.

☐ Other STAFF members accompany students to their assigned rooms.

- The GROUP LEADER asks each student her name and what career she thinks she might pursue after college.

- Next, the GROUP LEADER explains the purpose of the program as a whole and the purpose of this particular session.

- GROUP LEADER starts the first exercise, "Feeling Good About Myself," by telling about an experience of her own that made her feel good — being careful to choose an example from which it is relatively easy to identify specific values, skills, and interests.



- GROUP LEADER then asks students to think of things that they accomplished that highly satisfied them and made them feel good. As one or two participants respond, the Group Leader distributes copies of the Feeling Good About Myself worksheet. ⚠

- GROUP LEADER asks participants to complete the worksheet—

COORDINATOR'S CHECKLIST

☐ As Coordinator, your job for the remainder of the morning is to supervise: checking on preparations, moving through the corridors to observe whether each group is functioning properly, coping with any observed problems.

⚠ A Sample of this worksheet, which appears full size in Appendix B, can be reproduced for use "as is."

to list several things they have done in their lives that made them feel good--and cites a few familiar possibilities.

- As students work, the GROUP LEADER walks around the table, stopping to talk with individuals. If some students finish quickly, the Group Leader asks them to try to figure out what it was about the events they listed that made them feel good, and to jot down their thoughts.

- When most of the group has completed the exercise, the GROUP LEADER calls for a volunteer to describe one or two of her most satisfying experiences.

- The GROUP LEADER encourages the student to talk a little about why the experience made her feel good. As she does, the GROUP LEADER writes the student's first name on one of the newsprint sheets taped to the wall, and summarizes what the student says by writing down key words used by the student that offer clues to her values, interests, and skills (both those she used and those she acquired as a result of the experience). The GROUP LEADER's goal is to help each student identify certain personal values, interests, and skills that work together to produce a good feeling about herself.

COORDINATOR'S CHECKLIST

☐ Midway through the "Feeling Good" session (10:30 a.m. approximately) it is appropriate to peek into or sit in on two or three of the small groups to see if everything is going well. Ask the group's permission to do so; be unobtrusive but supportive.

- When the first student is done, the GROUP LEADER encourages her and the group to react to what has been written on the newsprint, stressing only the student's positive characteristics. The GROUP LEADER may summarize to bring out the main points of the discussion.

- After each student has had a turn going through this process, the GROUP LEADER summarizes the key points of the morning's session.

- As the group gets ready to go to lunch, the GROUP LEADER briefly but enthusiastically explains that the afternoon session will be spent gathering more precise information about each one's values, skills, and interests.

12:00 - 12:10 p.m. (10 minutes)
MOVEMENT

- GROUP LEADER takes down and gives each student her sheet of newsprint and escorts the group to lunch.

COORDINATOR'S CHECKLIST

☐ At about 11:30, COORDINATOR or a STAFF MEMBER should check to see that the microphone is in place and tables are properly set up in the lunchroom and that food arrangements are in order.

☐ At 11:50 a.m., COORDINATOR looks in on each group to remind them that they have "10 minutes left" before they break for lunch.

12:10 - 1:00 p.m. (50 minutes)
LUNCH

- Toward the end of lunch, the MODERATOR uses the microphone to remind latecomers to register, to ask groups to report back to their meeting rooms, and to explain where belongings can be collected, friends met, and notebooks dropped off at the end of the day.

  [If you use a pretest, you should have verified by now whether or not you have received a questionnaire from each student. If you have not, now is the time to ask those students to complete quesionnaires.]

1:00 - 1:10 p.m. (10 minutes)
MOVEMENT

- STUDENTS and GROUP LEADERS return to their meeting rooms.

COORDINATOR'S CHECKLIST

☐ COORDINATOR and WORKSHOP STAFF welcome students and Group Leaders as they enter the lunchroom; explain the open seating arrangement (i.e., people sit wherever they like, but Group Leaders are not to segregate themselves); and advise students about how to get their lunches.

☐ You will try to talk to each Group Leader alone and get a quick report on how her first session went.

☐ During lunch, COORDINATOR also circulates among the students getting informal feedback. Although they may be more willing to talk about the food than the morning session, encourage their comments and suggestions. Let them know that they can have an impact on the program's operation, that their opinions are important. This will add to the adult atmosphere you are striving to maintain.

☐ COORDINATOR remains in the lunch area to see that the room is properly cleared, to discuss possible (or suggested) menu changes, and to check the invoices to make sure the billing will be correct.

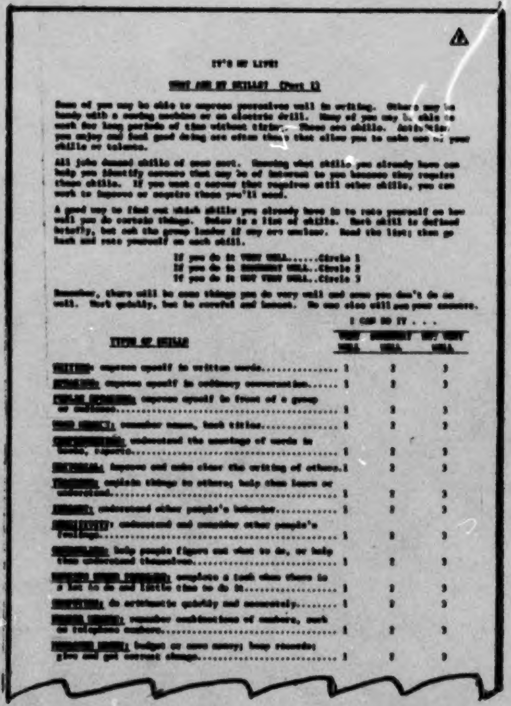
☐ If you have not yet managed to fit it in, this is a good time to have some lunch yourself.

1:10 - 2:10 (60 minutes)
SESSION #2: WHAT ARE MY SKILLS

- Referring to the morning's exercise ("Feeling Good"), each GROUP LEADER comments briefly on skills, values, and interests, and engages her group in a discussion of ways to identify our skills, including self-rating.

- GROUP LEADER distributes copies of What Are My Skills/ How I Use My Skills Every Day? △S and explains how to complete the first (skill self-rating) section, pointing out that the worksheet will not be collected but is for their eyes only.

- As students work, the GROUP LEADER moves among them and may interrupt the group to discuss some skills in more detail, or ask a student to explain a specific skill.



COORDINATOR'S CHECKLIST

☐ If everything is running smoothly, your main responsibility during this afternoon's sessions is to make sure all groups are functioning well. Whether your observations are made inside or outside of the rooms is up to you. Although visitors in general tend to make students self-conscious, our experience suggests that by this time students will be comfortable enough with your presence so that you will not constitute an unwelcome intrusion.

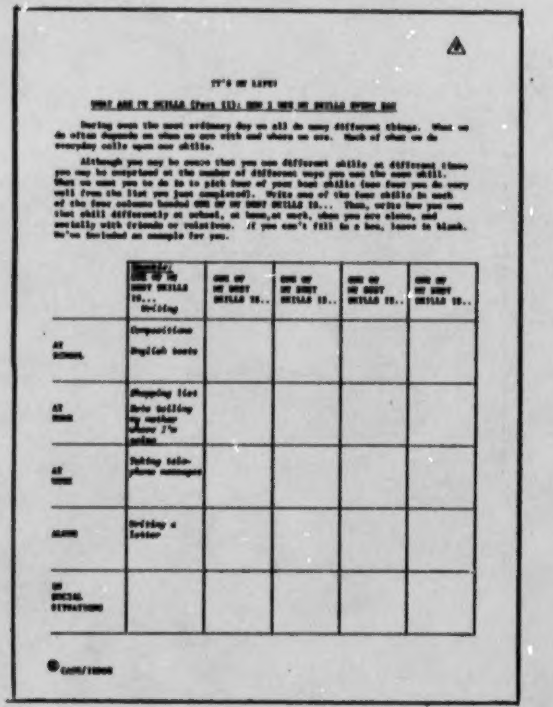
△S The full-size Sample of this worksheet in Appendix B can be reproduced and used "as is".

- When everyone has completed the first section of the exercise, each GROUP LEADER asks a student or two to offer examples of skills that have improved since the student started high school. She makes the point that skills are learned and can be improved.

- The GROUP LEADER then turns her group's attention to the second section of the worksheet titled How I Use My Skills Every Day[S] (which asks students to describe how they use their skills at school, at work, at home, alone, and in social situations), and tries to elicit a few examples from the group.

- After explaining that participants are to write down examples of how they use each of their four best skills in these situations, the GROUP LEADER circulates, offering assistance to individuals as needed.

- When the group has



COORDINATOR'S CHECKLIST

☐ Students, during this afternoon's session, will be working individually on paper-and-pencil exercises. As you walk from room to room, be alert to the following conditions:

- participants, while fairly quiet, should be actively engaged in their tasks;
- Group Leaders should not be sitting still leaving students to struggle unduly on their own, but should be talking to or working with them.

☐ If you sense that a group is not functioning well, be prepared to go in and help rekindle interest and involvement. You might discuss skills in general, one skill in particular, the relationships between skills and careers and skills and schooling, or consider starting a discussion of how self-assessment , while difficult, is do-able and an important skill in and of itself.

[S] A Sample of this second section of the skills worksheet appears in Appendix B.

completed as much of the exercise as they comfortably can, the GROUP LEADER calls on several students to tell their examples to the group. She then summarizes what the group has discovered by working through the exercise and through discussion (e.g., that people use skills all the time, that they can often assess their own skills, that they can improve existing skills and acquire new ones), adding that after schooling, work becomes an important context in which to apply old skills, learn new ones, and gain the satisfaction (good feeling) that comes from putting our skills to use in new and sometimes challenging ways.

2:10 - 3:10 p.m. (60 minutes)
SESSION #3: WHAT DO I VALUE?

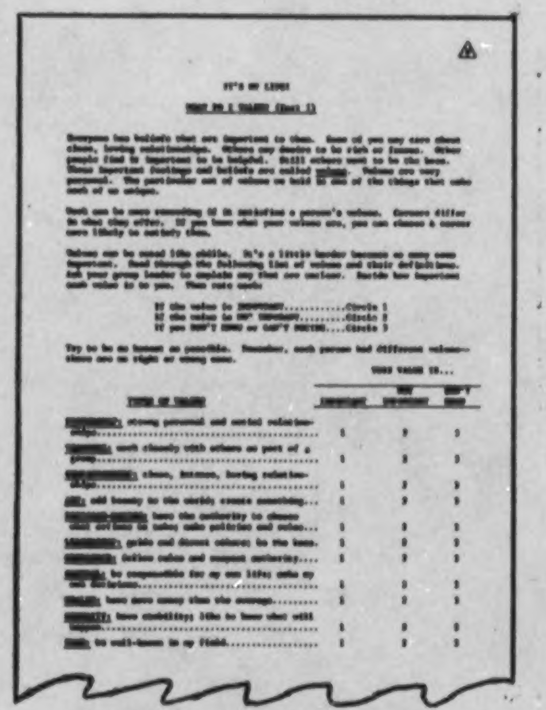
- The GROUP LEADER introduces the value-rating exercise by offering a broad definition of "values." Pointing out that since our values directly affect our attitudes and behavior, it helps us to make choices and decisions if we recognize what our values are. At the same time, the Group Leader points out, each person emphasizes different values and each of us amasses his or her own set. Some of our values are similar to those of others, some unique. What is important to determine is not just what we value, but how we order our values -- which are most important, which are somewhat important, which are relatively unimportant.

COORDINATOR'S CHECKLIST

☐ About 2:10, the groups should be ready to move on to Session #3. You may have to remind Group Leaders of the time.

- GROUP LEADER then distributes copies of the What Do I Value?/How I Realize My Values Every Day△S worksheet and asks the students to read the list of values carefully. She finds out if any items require explanation, and if so provides it.

- As students work individually, the GROUP LEADER walks around, and takes up important questions that arise with the whole group.



- When students finish the exercise, the GROUP LEADER asks volunteers to read some of the values they rated important and also some they checked as not important.

COORDINATOR'S CHECKLIST

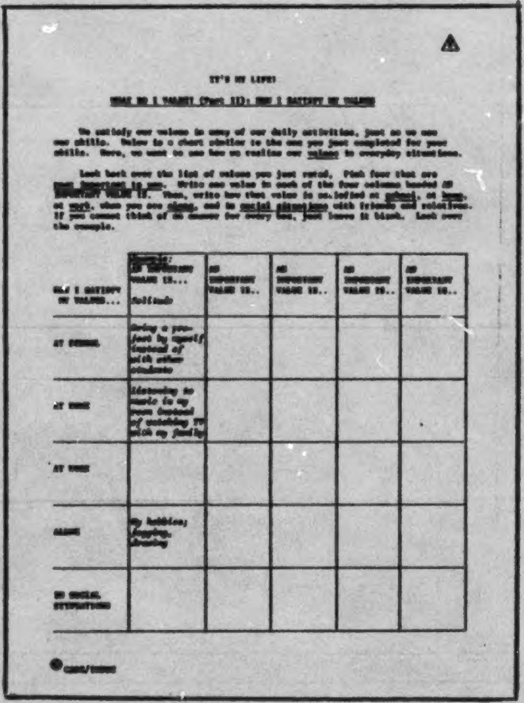
☐ As before, be prepared to step in and help if you sense that a group is in trouble. Since values are a difficult concept for participants to deal with, it might be a good idea for you to be familiar with alternative value-clarification exercises.

△S A full-size Sample of this worksheet is given in Appendix B.

- Now the GROUP LEADER has the students turn to the second half of the Values exercise, How I Realize My Values Every Day,△ and write down examples of how they satisfy four of their most important values in daily life. Before they begin, the GROUP LEADER offers a personal example of how she satisfies a few of her most important values in her daily life.

- Again, as the group works, the GROUP LEADER offers help to individuals as needed and, when most have completed the exercise, she asks for volunteers to describe the specific ways their major values are reflected in what they do every day.

- After a brief discussion, the GROUP LEADER summarizes the points demonstrated in the "Values" exercise — that each of us has her own set of values, that we can realize different ones in different parts of our lives, and that as we grow up we try to realize some of our



COORDINATOR'S CHECKLIST

☐ By this time you should have a sense of how the different groups are going, and of the ability of each Group Leader. This is a good time to begin mentally preparing for the day's debriefing session, for rearranging groups or combining them (if one turns out to be too small), and for working with a Group Leader whose performance might be improved by a little direction.

However, it won't hurt to postpone acting on your assumptions until you get some feedback from others. Your perception that a group is in trouble may not be held by the participants, for example, who may feel they are learning a great deal. One of the joys of this program, as you will discover, is that session objectives can be achieved by a wide variety of leadership styles.

△ See Appendix B for a Sample of this (second) section of the Values worksheet.

most important values in our work.

3:10 - 3:40 p.m. (30 minutes)
SESSION #4: WHAT ARE MY INTERESTS?

- Now the GROUP LEADER moves on to the last activity of the day — examining each student's interest inventory results -- by recapping the day's accomplishments thus far: the students, by rating themselves on skills and values, have learned new ways of understanding themselves, ways that will help them gain a better insight into appropriate careers. Now, using a standardized measure, they will have an opportunity to analyze another important ingredient in career choice — their interests.

- Directing their attention to the "Basic Interest Scales" on their individual profiles, the GROUP LEADER explains the method of scoring and asks students to circle each career field in which they scored above average, or the two or three fields in which they scored the highest.

- Having done so, students volunteer which fields they have circled and the GROUP LEADER explores with individual students the connecting links between the career fields as identified by the interest inventory and the values and skills they identified earlier.

- Before escorting her group to the general assembly room,

COORDINATOR'S CHECKLIST

☐ At 3:10, stop in at each of the small-group rooms to remind the Group Leader that they have only 30 minutes more.

Although this reminder will help leaders gauge whether to speed up or slow down their group's progress, this workshop day, unlike the others which end with more formal closings, will tend to end sporadically, with some groups breaking earlier than 3:40 and some later.

☐ At 3:15, see that the cloakroom is opened and that WORKSHOP STAFF is in place to collect student notebooks and to say good-bye.

☐ IMPORTANT NOTE: The Group Leader's Script for this Session (pp. 19 through 21) is geared to student profiles derived from the Strong-Campbell Interest Inventory. If you choose to use another vocational interest instrument, these pages will need to be modified to correspond to the type of profile it will generate.

the GROUP LEADER reminds participants to leave their notebooks so new material can be added for the next day's sessions, and tells them she will meet them tomorrow morning in the assembly room. She asks anyone unable to attend to please call, and reminds students that the telephone number is on both their workshop acceptance letter and on the reminder letter they received a week or so ago.

- Group Leaders join colleagues and Coordinator in assembly room for review of the day.

COORDINATOR'S CHECKLIST

☐ Talk to students as they descend on the assembly room, asking them about aspects of the day and their candid appraisal of what they have learned thus far. Tell them you are looking forward to seeing them again tomorrow.

☐ 4:00 - 4:15: Meet with Group Leaders to appraise Day One in terms of successes and failures, and to elicit any model practices, suggestions, and anecdotes.

☐ 4:20: COORDINATOR and WORKSHOP STAFF check assembly area and small-group rooms to take care of any housekeeping details. That done, everyone sits down to insert new material in the Student Notebooks, and to prepare the Group Leader Boxes for Day Two.

STUDENT NOTEBOOK MATERIALS - DAY TWO

- Agenda for Day Two
- Autobiographies of Mathematicians
- Did You Know That ... Most Careers Involve Math?
- Autobiographies of Community College Students
- Questions to Consider ... For College Students
- Career Programs available at (*name of your*) Community College
- College Checklist
- [PARTICIPANT'S OPINION SURVEY (math attitude questionnaire)]

(continued on following page)

COORDINATOR'S CHECKLIST

CONTENTS OF GROUP LEADERS BOXES FOR DAY TWO:

- Several copies of all materials inserted in student notebooks for Day Two
- Copies of Everyday Math for distribution
- Copies of Math Games... for distribution
- Copies of Twelve Math Myths for distribution
- Copies of Typical Community College Student Schedule for distribution

☐ If you have not already done so, this is also the time to put together the College Information Packets that will be distributed tomorrow afternoon during Session #7.

IT'S MY LIFE!

DAY TWO

"College Choices"

8:45 - 9:00 a.m. (15 minutes)
REGISTRATION

- Students begin to arrive at 8:45 a.m. (or earlier) in the general assembly room where they register and get back their notebooks, hang up their coats, get refreshments, find seats, and pin on their name tags.

- As they register, WORKSHOP STAFF suggest that they read the new notebook insert on math and careers.

  [OR, if you are administering a math attitude questionnaire and have placed it in the notebooks, WORKSHOP STAFF ask them to fill it out now. STAFF will collect copies as students finish.]

COORDINATOR'S CHECKLIST

8:15 a.m. (or earlier) - 8:45. See that:

☐ Assembly room is set up as an auditorium with a raised dais, podium and microphone.

☐ Refreshments are in place.

☐ Student notebooks are organized for easy distribution, including a few extra notebooks and materials for any new arrivals.

☐ Registration sheet is in place.

☐ Greet students. They should be less anxious, more open, and friendlier than they were on Day One. If you do not detect this change, Workshop Staff and Group Leaders may need to be reminded to pay more attention to creating an easier atmosphere.

Fewer students should be late now that they know how and how long it takes to get to the Workshop. Almost inevitably there will be absentees. Don't take it personally.

☐ Greet each Group Leader and briefly review the day ahead, especially her role vis-a-vis the Mathematician she will be working with.

☐ Greet Mathematicians individually as they arrive, give each one a copy of the Day Two agenda (which includes room assignments), and a brief rundown of the morning's activities.

A list of their names and home telephone numbers will help you keep track of which mathematicians have arrived and who may need to be telephoned during the Welcome.

(continued on the following page)

9:00 - 9:15 (15 minutes)
WELCOME

- MODERATOR welcomes the participants and announces that after the opening presentation, each group will re-form as on the preceding day and be led this morning by the regular GROUP LEADER and a MATHEMATICIAN. She briefly explains what the day's morning and afternoon sessions will deal with, and why: The point of the morning's session is to take a fresh look at mathematics and the place it occupies in adult life. After lunch, Students will meet with and have a chance to ask questions of young women about to graduate from your community college and receive an assortment of college materials.

COORDINATOR'S CHECKLIST

Ask mathematicians if they intend to stay for lunch. Encourage them to do so.

Get each one together with her group co-leader as soon as possible. Ask whether they have worked out their approach. Find time to help those who have not to do so before their joint session is to begin.

☐ WORKSHOP STAFF deliver Group Leader Boxes and make sure that all small meetings rooms are open and supplied with chalkboard, chalk, and eraser, OR with easels, newsprint, and markers for Session #5.

☐ During the Welcome, keep an eye open for late arriving mathematicians. Call them at home if necessary! You may have to double up groups if a mathematician doesn't show — so have an alternative grouping plan in mind (see Chapter III, page 25).

9:15 - 9:40 a.m. (25 minutes)
SESSION #5: MATH PRESENTATION

- MODERATOR introduces the MATHEMATICIAN who opens her talk with a few engaging and even funny observations on the prevalent view that math is something to be feared and avoided. After sketching her own background and present work, she explains that she and others believe that many of the difficulties people experience with math result more from attitude than aptitude. She gives examples of competent people of all ages whose distaste for math influenced their career plans, and expounds on how it is possible to take math in stride, and prevent one's fears or anxieties from blocking the path to a congenial career.

- When the Mathematician has finished, the MODERATOR dismisses the group, reminding them to check their Agendas for their room assignments.

COORDINATOR'S CHECKLIST

☐ Since you will already be thinking ahead to your next workshop, use this occasion to note the audience reactions to your speaker. These observations will be useful in informing your choice of presenter the next time around. Laughter and giggles of recognition from students are important clues that the speaker is striking responsive chords.

9:40 - 9:50 a.m. (10 minutes)
MOVEMENT

- STUDENTS and GROUP LEADERS move to their small-group rooms. In the process, GROUP LEADERS, if they have not already done so, re-introduce themselves to the MATHEMATICIANS they have trained with, and escort them to their groups.

9:50 - 11:50 a.m. (120 minutes)
SESSION #6: MATH GROUPS

- After welcoming her group back, the GROUP LEADER introduces students to the visiting MATHEMATICIAN, pointing out that her autobiography, along with those of the other mathematicians participating in the workshop, is among the students' new notebook materials. The GROUP LEADER tells something of her feelings about math and invites the MATHEMATICIAN to tell the group about her own experiences with mathematics and how she chose it as a profession. This introduction is geared toward creating a relaxed atmosphere and modulating any reluctance the students may feel about the forthcoming session. As she talks, the GROUP LEADER

COORDINATOR'S CHECKLIST

☐ This is a good time to speak briefly to any Group Leader/Mathematician team you missed earlier, to be sure both women are agreed on the order and intent of this session. Concentrate on those teams which have not spoken together since the training session.

☐ WORKSHOP STAFF help direct traffic.

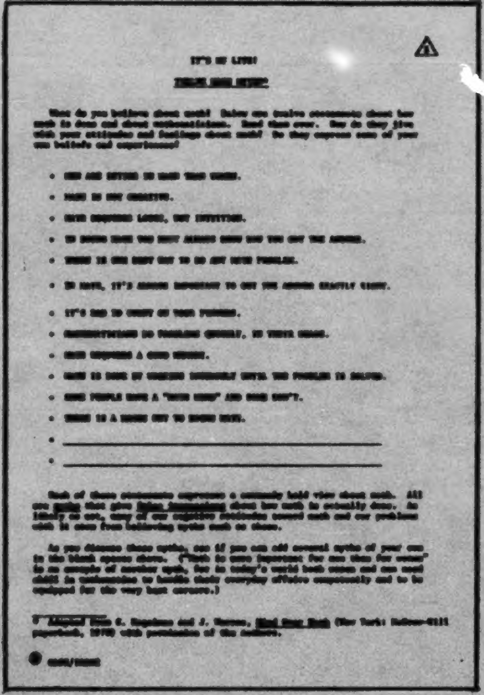
☐ Again, for security purposes and to help those who must leave early (both mathematicians and students), assign a WORKSHOP STAFF member to the assembly/cloakroom area.

☐ Note the suggested timespan given for each segment of this session. They should help leaders pace activities and avoid timing difficulties that easily arise when sessions are under the direction of more than one person.

passes out copies of Twelve Math Myths △S to the students.

- GROUP LEADER and MATHEMATICIAN use these statements to illustrate familiar myths about math, and as a basis for recounting their own experiences, for drawing out the students, and for demystifying math. In particular, the MATHEMATICIAN talks about her own difficulties with math and draws her own background to refute the myths and clarify how math is really done: by using intuition, struggling with new concepts, practice, and using different methods to try to solve a single problem.

The GROUP LEADER's purpose is to clarify students' common feelings and experiences, stressing that others, particularly females, share their feelings. (20 minutes)



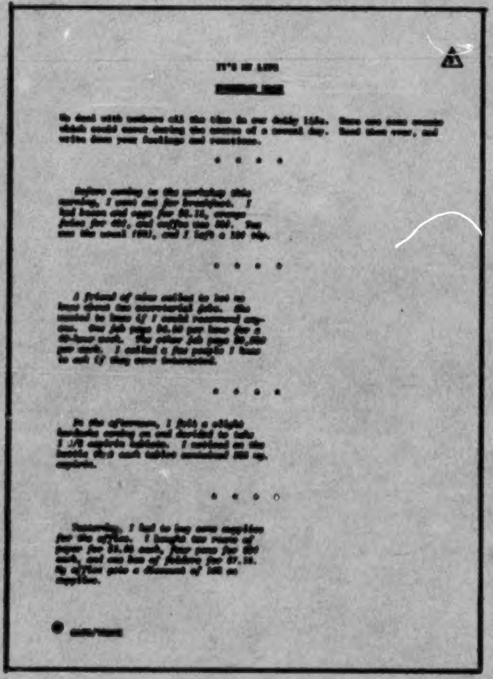
COORDINATOR'S CHECKLIST

☐ During this session, the COORDINATOR again circulates to check on the progress of the small groups. Feel free to take an active role in keeping things moving to insure that each group covers all of the session's scheduled activities.

△S A full-size Sample of this worksheet appears in Appendix B.

- The MATHEMATICIAN then proposes a review of "some material that includes numbers." If students react predictably, GROUP LEADER comments on and attributes the visible rise in tension to the very notion of doing math, and ties it in with the morning's theme.

GROUP LEADER distributes copies of Everyday Math [8] as the MATHEMATICIAN explains that the sheet, recounting the events of an ordinary day, is to show how often numbers crop up in daily life. Participants are asked to read the worksheet and write down their feelings or reactions as they read. (5 minutes)



- After no more than five minutes, the GROUP LEADER stops students and asks several to read what they have written. Typically, many students, instead of writing about their feelings will have begun some mathemat-

COORDINATOR'S CHECKLIST

[8] A Sample of this worksheet appears full size in Appendix B.

ical computation. The GROUP LEADER now makes the point that it often happens that people automatically react to material containing numbers as if it were a test, and to ignore whatever instructions they are given. She reminds students that her instructions were simply to "write down your feelings and reactions" — nothing was said about doing any math. Several minutes of discussion about similar reactions to math tests follows. (10 minutes)

COORDINATOR'S CHECKLIST

- The MATHEMATICIAN now asks those students who began some computation what problems they were attempting to solve. After a few student responses, she gently notes that the sheet itself contains no problems, and proceeds to make a second important point, namely, that it is commonplace for people to assume that whenever they see numbers they must do something with them. She now asks students to reread the sheet, use the information given in one of the examples to make up a problem that they can solve, and to solve that problem, allowing them some 10 minutes to do so. (15 minutes)

- The MATHEMATICIAN has volunteers read aloud the problems they made up and their answers or, if they could not solve their problem, to tell her where they were having difficulty.

If, as expected, many students have made up problems too difficult for them to solve, the GROUP LEADER may point again to the common pitfall of not listening to instructions when dealing with numbers.

Pointing out that most mathematical problems involve a number of steps, the MATHEMATICIAN explains that unlike mathematicians who usually start with the *easiest* step or problem and gradually move to the harder ones, thus building on their successes as they go, people uncomfortable with math often do just the opposite — they start with by trying to solve the most *difficult* step or problem and, failing that, become discouraged and disbelieving of their own skills. She then discusses how the practice of moving from the easiest to the hardest problem can be applied to taking math tests. (15 minutes)

- A 10-minute break may now be in order to give students a chance to stretch their legs and to talk with each other, the Group Leader, and the Mathematician. (10 minutes)

- After the break the MATHEMATICIAN at the blackboard (or easel) asks students to use the sheet to create problems they would like her to work out with them, or deals with the difficult problems students made up earlier.

As the MATHEMATICIAN works step-by-step through problems students pose, the GROUP LEADER encourages students to express themselves freely about the math being presented and the *way* in which it is presented, demonstrating by her actions how to be appropriately assertive within a math

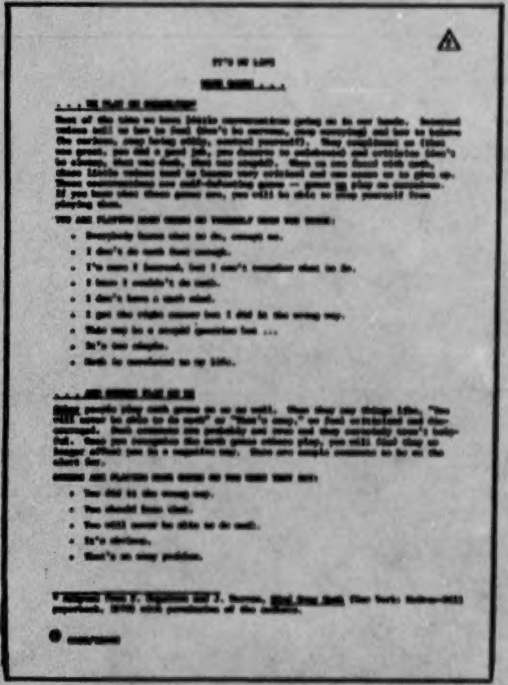
COORDINATOR'S CHECKLIST

☐ About 11:15 COORDINATOR or STAFF MEMBER to check on lunchroom seating, food, and public address system arrangements.

class, and, as needed, translates student feelings and attitudes for the Mathematician, and the Mathematician's concerns and priorities for the students. (25 minutes)

- After a number of problem solutions have been illustrated, the GROUP LEADER distributes copies of Math Games... △8 by way of summarizing the morning's session, and joins the MATHEMATICIAN in inviting additions to the list of self-defeating statements.

(If time remains before lunch, students are encouraged to suggest math topics or specific aspects of math that particularly bother them. Depending on what they generate, the MATHEMATICIAN choses one difficult area — fractions, signed numbers, word problems, etc. — and demonstrates some fruitful ways to approach it.) (10 minutes)



COORDINATOR'S CHECKLIST

☐ Some groups will end ahead of schedule this morning, others will lag behind. Be prepared, therefore, to handle students arriving early for luncheon, and to send a STAFF MEMBER into other groups to remind them to break for lunch.

△8 A full-size Sample of this sheet appears in Appendix B.

11:50 - 12:00 noon (10 minutes)
MOVEMENT

- GROUP LEADER and STUDENTS escort the MATHEMATICIAN to the lunchroom (or a student accompanies her to the cloakroom if she is not able to stay for lunch).

12:00 - 12:50 p.m. (50 minutes)
LUNCH

- Toward the end of lunch, MODERATOR publicly thanks the mathematicians for joining the Workshop and briefly highlights the afternoon's session. She directs students to the autobiographies of the College Students they will be

COORDINATOR'S CHECKLIST

☐ Around 11:45 you will want to be near the general assembly/cloakroom area to thank those Mathematicians who will not be staying for lunch, to ask how their sessions went, and to say good bye.

Once this is done, it's onward to the lunchroom to:

☐ Thank each remaining Mathematicians and get some feedback from her.

☐ Check with each Group Leader about the morning's session, and remind her to keep an eye out for the College Students who will be arriving during lunch.

☐ MODERATOR and WORKSHOP STAFF welcome Students, Group Leaders, and Mathematicians as they enter the lunchroom and explain the informal seating arrangements to the guests.

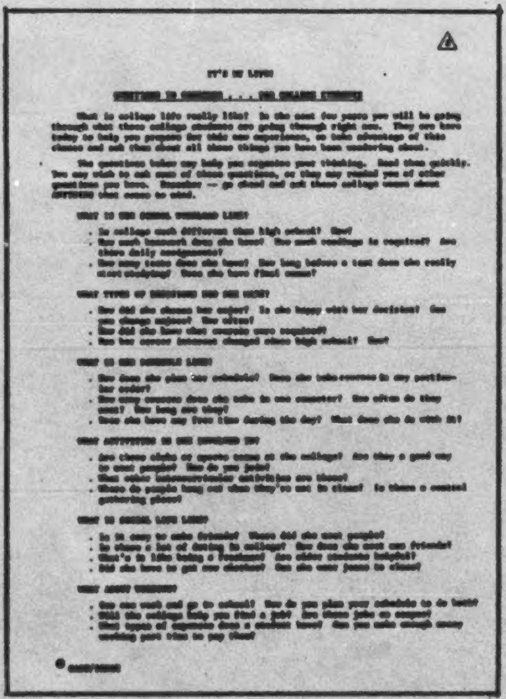
☐ COORDINATOR and Group Leader welcome each College Student as she arrives, ask if she would like to talk about what she is to do, and give her a copy of the day's Agenda.

☐ As you move from table to table talking to students, take advantage of an appropriate question to encourage the student to ask it over the public address system, thereby making students comfortable with the notion that they are free to use the microphone during lunches for announcements of their own.

meeting after lunch and to the worksheet Questions to Consider for...College Students△ in their notebooks, suggesting they may want to look this over before the afternoon session begins.

12:50 - 1:00 p.m. (10 minutes)
MOVEMENT

- All participants move to small-group rooms. GROUP LEADERS escort COLLEGE STUDENTS.



COORDINATOR'S CHECKLIST

☐ 15 minutes before the lunch period ends, send WORKSHOP STAFF to deliver to all the small-group rooms the College Information Packets and the shopping bags or large envelopes students will use to take them home in.

☐ COORDINATOR remains to see that lunchroom is left in order and to check on the following day's luncheon arrangements . . . and, of course, to eat and to relax for a few moments.

△ A Sample of this worksheet appears in Appendix B.

1:00 - 3:30 p.m. (150 minutes)

SESSION #7: COLLEGE LIFE AND REQUIREMENTS

- With the GROUP LEADER assisting as needed and prompting discussion by asking leading questions, the COLLEGE STUDENTS lead the first hour of this session, which focuses on how college life differs from high school.

  SENIORS begin by comparing their present interests and attitudes to those they held in high school and describe a little of what college life is like.

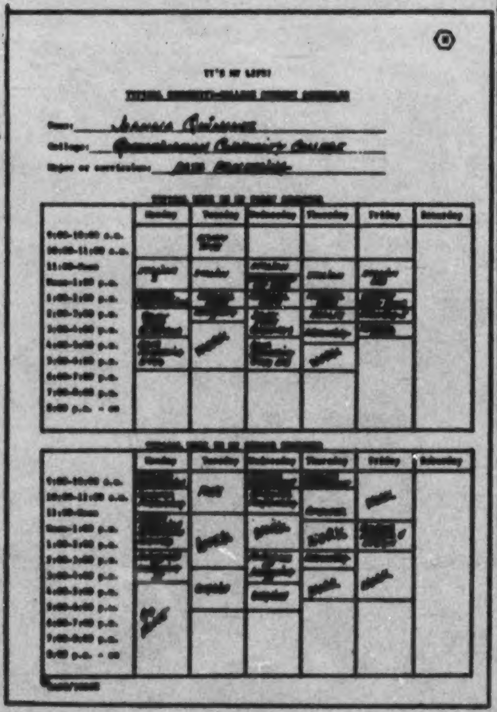
- If students do not raise questions about these aspects, the GROUP LEADER prompts COLLEGE SENIORS to talk more specifically about social life, working and going to school, (and assuming the seniors are in nontraditional programs) what it's like to be one of only a few women in courses primarily attended by men, as well as why each one chose her major, the kinds of jobs it qualifies her for, what courses were required, and what other courses she has taken.

COORDINATOR'S CHECKLIST

☐ COORDINATOR again circulates, monitoring the progress of the small groups.

- As the COLLEGE STUDENTS talk about their courses, the GROUP LEADER distributes copies of the Typical Community-College Student Schedules (M) as an illustration of one of the important ways (class scheduling) in which college and high school differ, and as a stimulus to discuss this and other differences.

- GROUP LEADER then takes over the discussion to explain the requirements of community colleges in general and your college in particular. SENIORS join in the discussion and answer questions. By way of orientation to community college, GROUP LEADER begins by referring to the Typical...Student Schedules, noting such differences in the two years covered as the distribution of required and other courses and amount of time spent on campus. She then leads into a discussion of placement testing, registration, and freshman schedules.



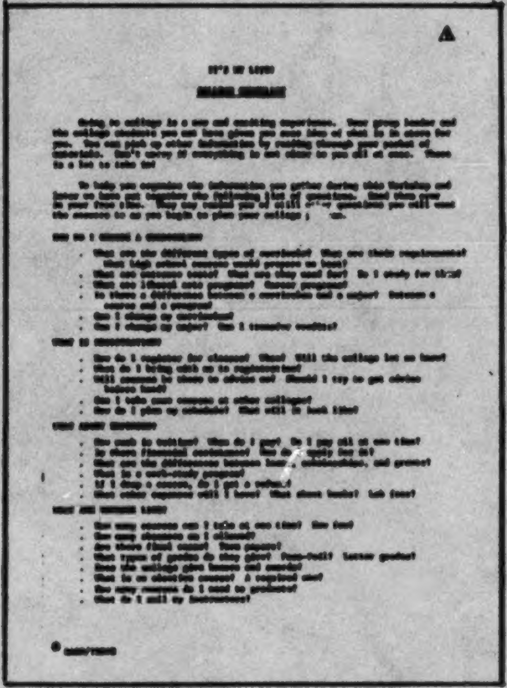
COORDINATOR'S CHECKLIST

(M) A Model of this form which each College Senior will complete is provided in Appendix B.

- GROUP LEADER now refers students to the College Checklist△ in their notebooks and distributes the College Information Packets containing your college catalogs, departmental course outlines, student handbooks, and other freshman orientation materials.

- As students look over the material, GROUP LEADER and COLLEGE SENIORS ask and answer questions, and encourage discussion of lecture courses, homework and studying, grading, counseling services, etc.

- GROUP LEADER closes the session (and the day) by thanking the College Seniors for joining the group and reminding participants to leave their notebooks in the assembly room so that Day Three materials can be added.



COORDINATOR'S CHECKLIST

At 3:00 p.m.:

☐ Stop in on each small group to remind the Group Leader that there are 30 minutes left until the close of the session.

☐ See that the cloakroom is open and STAFF MEMBERS are ready to greet students, collect their notebooks, and remind participants that they are looking forward to seeing them at 8:45 tomorrow morning.

△ A full-size Sample of this checklist appears in Appendix B.

3:30 - 4:00 p.m.

☐ Thank each College Senior personally and take this opportunity to talk briefly with her about the experience or make an appointment to talk with her at a later date.

☐ Meet with Group Leaders to assess progress to date, discuss any modifications, and share the day's anecdotes.

COORDINATOR'S CHECKLIST

At 4:00 p.m.:

☐ Everyone gathers to insert Day Three materials in student notebooks, prepare tomorrow's Group Leader Boxes, and (if you have not done so earlier) to assemble the Career Information Packets and reference books that will be used in Session #11.

STUDENT NOTEBOOK MATERIALS - DAY THREE

- Agenda for Day Three
- Autobiographies of Working Women Panelists
- Questions to consider...when interviewing Working Women

CONTENTS OF GROUP LEADER BOXES FOR DAY THREE

- several copies of all student materials for Day Three
- copies of the Career Characteristics Data Guide for distribution (two for each student plus extras)

☐ Finally, COORDINATOR and WORKSHOP STAFF do a housekeeping check of assembly and small rooms.

IT'S MY LIFE!

DAY THREE

"Women and the World of Work"

8:45 - 9:00 a.m. (15 minutes)
REGISTRATION

- As STUDENTS arrive, they are directed to the general assembly area where each receives her notebook with new material added.

- Students will remember the routine: hang up their coats, get some refreshments, find a seat, pin on their name tags, and review the new material in their notebooks. WORKSHOP STAFF, however, might direct their attention to the working women's autobiographies and the list of Questions to Consider ... When Interviewing Working Women in particular.

COORDINATOR'S CHECKLIST

8:15 (or earlier) - 8:45 a.m.

☐ Today the assembly room is set up differently: up front a long table, three or four microphones (all in working order), and placards for panelists and MODERATOR.

☐ Student notebooks organized for distribution and extra materials available.

☐ Student registration sheet in place.

☐ Refreshments ready (and will today remain in place until after the panel presentation).

☐ You may see indications of fatigue setting in among Group Leaders and Participants. Group Leaders may be later than usual. Before you panic, remember that you really don't need them until about 10:30 a.m.

Attendance may be down and/or students may appear somewhat listless as they arrive. High school seniors generally are not accustomed to as long a day as your program is providing them. A mid-afternoon snack or juice today might revive sagging spirits.

☐ COORDINATOR and WORKSHOP STAFF greet Working Women as they arrive, offer them refreshments, and give each a copy of the day's Agenda with her room assignment.

☐ Introduce Working Women to the Group Leaders they will be paired with for their interviews, and have Group Leaders talk with them a little about the participants, what has happened up to today, and give them some last-minute reassurance. Have Group Leaders or Workshop staff escort the Working Women to the dais.

9:00 - 9:15 a.m. (15 minutes)
INTRODUCTION

- MODERATOR welcomes everyone to this last day before the month's break. She announces that today will be devoted to gathering career information: from working women this morning, from reference books and from sources in the afternoon.

She gives a general description of the guests seated at the table, explaining that later in the morning each student will have the opportunity to talking with two of them whose jobs seemed to come closest to the student's expressed interests. Students can tell whom they will be meeting by noting the two autobiographies printed on colored paper in their notebooks, and where these meetings will take place by consulting their Day Three Agenda.

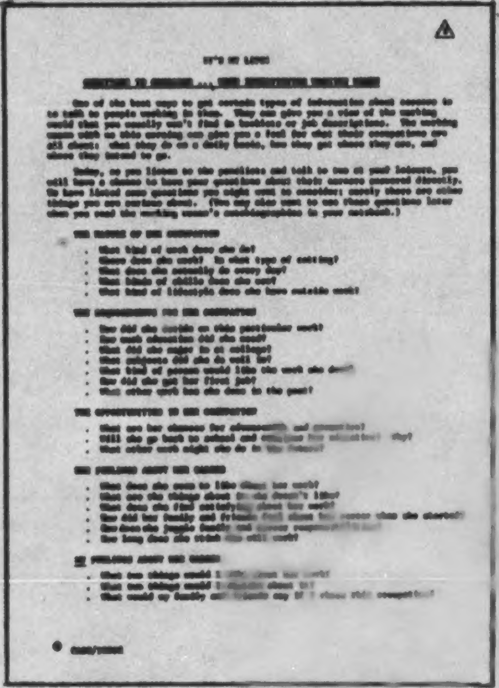
COORDINATOR'S CHECKLIST

☐ Be prepared to re-order panel presentations if some Working Women arrive late and to re-group students if one does not show (See Chapter III, page 24).

MODERATOR then directs participants' attention to the worksheet Questions to Consider ... When Interviewing Women,[8] suggesting that the sheet can also be used to take notes during the speakers' presentations and to list questions students would like to ask.

9:15 - 10:45 a.m. (90 minutes)
SESSION #8: WORKING WOMEN PRESENTATIONS

- MODERATOR introduces the Working Women one by one. Each speaks for about five minutes from her seat at the table. These brief speeches (which echo the material found in the written autobiographies) touch on the kind of work the woman does, when and how she decided on her present career, her college major, what other jobs she may have held.



COORDINATOR'S CHECKLIST

☐ WORKSHOP STAFF check whether all rooms being used for interviews are open and correctly set up.

[8] A full-size Sample of this worksheet appears in Appendix B.

- Halfway through the presentations, the MODERATOR calls for a ten-minute, leg-stretching and refreshment break.

- If time remains after all presentations are completed, the MODERATOR asks for questions from the audience.

If no time remains, the MODERATOR closes the session by telling students they will have a chance to ask their questions during the interviews that follow or over lunch, to which the panelists have been invited. She then directs Students, Group Leaders, and Working Women to their first interview session.

10:45 - 10:55 a.m. (10 minutes)
MOVEMENT

- As soon as the large group breaks up, the GROUP LEADER escorts the WORKING WOMAN she is paired with to the meeting room.

COORDINATOR'S CHECKLIST

☐ COORDINATOR should be prepared to ask the first question of the panel. For instance --

"Could you give us some examples of how you use math on the job?"

"Some of you have worked for only one employer, others for several within approximately the same period of time. Would someone like to talk about the relative advantages and disadvantages of either or both situations?"

"Many of you seem to have successfully combined career, family, hobbies, and community service. How have you managed to juggle these multiple roles?"

As students leave the assembly, confusion about room assignments is apt to reign since participants are being asked to change rooms and groups twice, so:

☐ WORKSHOP STAFF should be available to direct participants to the rooms in which their first interview will be held.

☐ You will find it helpful to have ready a master list of the names of each Working Women and her career, the name of the Group Leader she is paired with, the small-group room she is assigned to, and the names (and total number) of participants you have assigned for each of her two meetings. You will need this list to help students who ask to have their assignments changed. Although your arrangements are probably flexible enough to comply with these requests -- check your master list

(continued on following page)

10:55 - 11:40 a.m.   (45 minutes)
SESSION #9: FIRST CAREER INTERVIEW

- GROUP LEADER introduces WORKING WOMAN, going around the table for each student to introduce herself.

- WORKING WOMAN begins by asking if the students have questions. In general her responses will focus the students' attention on the characteristics of the job under discussion and what it's like to be a woman working in a nontraditional career (or an unusual specialty in a traditional field). However, to compensate for the fact that it is rarely possible to achieve exact matches between each student's interest and the careers represented in the panel, she should also be prepared to discuss her prior jobs and perhaps related careers.

- Shortly before 11:40, the GROUP LEADER breaks into the discussion to remind students to go on to their second interview. She tells them they can have further talk at lunch with the women they have just interviewed.

11:40 - 11:45 a.m.   (5 minutes)
MOVEMENT

- Students move to their second assigned interview.

COORDINATOR'S CHECKLIST

first. If only four students are scheduled to meet with a woman for the first 45-minute interview, you won't want to accommodate requests by two of them to be reassigned for that hour, but you may be able to strike a compromise by switching them to the woman they ask for for the second interview.

☐ As you circulate, be on the lookout for students who, because they are very unhappy about their first interview assignment, are looking for you for reassignment.

☐ Be sure that students are moving to their second interview by 11:40.

☐ You will now notice that participants are getting braver. Some, without asking, will not move but will simply stay where they are. Let them. Others will ask to stay, and if (according to your master list) the woman they are assigned to next will have a respectable size audience without them, let them. If not, however, be firm about moving them on as scheduled. Still others (continued on the following page)

11:45 - 12:30 p.m. (45 minutes)
SESSION #10: SECOND CAREER INTERVIEW

- WORKING WOMAN/GROUP LEADER teams hold a similar discussion with a new group of students.

- Shortly before 12:30, the GROUP LEADER interrupts the discussion, directing participants to the lunchroom. She escorts the Working Woman to lunch or if the woman cannot stay, to the general assembly area to get her belongings.

12:30 - 12:40 p.m. (10 minutes)
MOVEMENT

- Participants, Group Leaders, and Working Women move to the lunchroom.

12:40 - 1:20 p.m. (40 minutes)
LUNCH

- About 1:00, the MODERATOR uses the public address system to thank the Working Women for their contribution to the Workshop, and speaks to the group about the afternoon pro-

COORDINATOR'S CHECKLIST

will move on to a second interview but not the one to which they were assigned.

Working Women whose groups are depleted by last-minute dropouts may well feel hurt; so it would be a good idea for you to stop by to soothe and reassure them.

☐ As soon as the groups are set for their second meetings, check on lunch arrangements.

☐ Again today you will first want to be in the assembly cloakroom area — this time to "debrief" each Working Woman who is not staying for lunch, and to thank her yourself for her participation; then to the lunchroom to do the same with the Women who have accepted your luncheon invitation.

☐ During lunch, send WORKSHOP STAFF to deliver Group Leader Boxes, career reference books, the Career Information Packets, and shopping bags (or large envelopes) to all small group rooms.

gram, highlighting the gathering of further information about specific careers. She closes with a reminder that everyone will meet in assembly at the close of the day for an au revoir — until Day Four and graduation.

1:20 - 1:30 p.m. (10 minutes)
MOVEMENT

- GROUP LEADERS AND STUDENTS return to their regular small groups.

1:30 - 2:45 p.m. (75 minutes)
SESSION #11: MY CAREER INTERESTS

- This session begins with another examination of the results of the Interest Inventory that students filled out when they accepted their invitation to the Workshop.

  The GROUP LEADER has the students locate their interest profiles in their notebooks and go over them quickly, and then explains how to interpret the career interest section.

- GROUP LEADER responds to specific questions about the results, asks two or three students to tell which of the careers listed best conform to their own interests, and asks if there are any surprises. She then asks each student to choose one or two of the new careers suggested by their profile that they'd like to know more about.

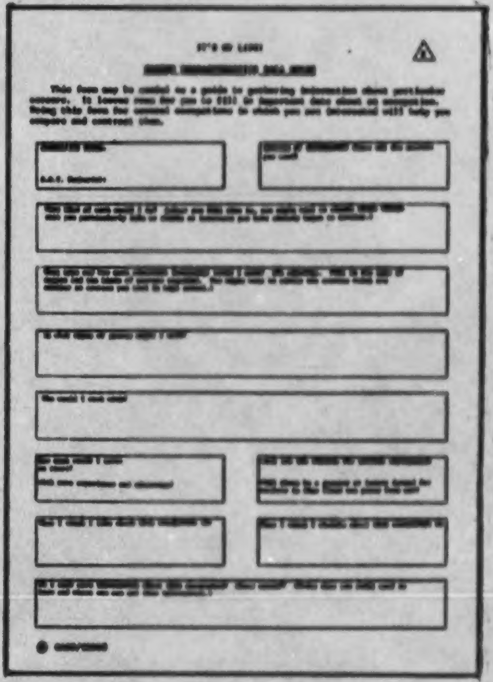
COORDINATOR'S CHECKLIST

☐ COORDINATOR stays in the lunchroom, perhaps to chat with the Working Women; to have lunch herself; to check invoices. This would also be an appropriate time to thank the food services staff.

☐ Until about 2:30, you should be free to sit in on one or more small groups.

- The GROUP LEADER explains that for the next hour the group will learn how to gather information about these new careers, and describes the various reference books and other career materials available in the room.

- She distributes the Career Information Packets, and forms several two- or three-student teams. Teams then complete a Career Characteristics Data Guide[5] for one or two careers, using the resources to be found in the room.



- While students work, the GROUP LEADER moves around the room answering questions and giving any help needed in locating information in the resource materials.

- At about 2:30, GROUP LEADER interrupts and asks each team to report on new careers they learned about. She then briefly sums up the afternoon's work and what has been accom-

COORDINATOR'S CHECKLIST

☐ Expect some initial student groaning about the amount of career material, and expressions of disbelief that they are expected to read it all. However, most of your participants will really enjoy getting quantities of material, and their many booklets, brochures and factsheets soon become treasured possessions. Be prepared, in fact, for requests for extra packets for friends.

☐ Now would be an appropriate time to combat today's fatigue by a surprise visit from WORKSHOP STAFF members bearing cool juice...if, of course, your budget allows.

☐ At 2:30 p.m., stop in on each small group to remind Group Leaders they have only 30 minutes left.

[5] A Sample of this worksheet appears in Appendix B.

plished in the Workshop's first three days.

- GROUP LEADER tells students that the Career Information Packets and the Interest Inventory profiles are theirs to keep and that they can take their notebooks home today (with a reminder to bring them back on Day Four so more materials can be added). She suggests that during the coming weeks students read through the materials they have collected and jot down any questions they have, which she will answer when they return on Day Four. She stresses the importance of the Workshop's final day, which will be devoted to career planning and graduation.

- Just before closing, the GROUP LEADER gives a homework assignment: Each student is to imagine that ten years have past when they meet next on Day Four and that the group is meeting for a 10th reunion. During the next few weeks, each student should be thinking about what she'd like to be able to say when her friends at the reunion ask "What have you been doing since we last met?"

- The GROUP LEADER then asks students to bring along the career reference books and escorts them to the assembly room.

COORDINATOR'S CHECKLIST

▼ It is strongly recommended that students take their notebooks home today, not only for the reasons given on the left, but also because for those few students who may not be able to attend the final day, they will serve as concrete reminders of the Workshop.

2:45 - 2:55 p.m. (10 minutes)
MOVEMENT

- Everyone congregates in the general assembly room for Day Three closing remarks by the MODERATOR and COORDINATOR.

2:55 - 3:15 p.m. (20 minutes)
ASSEMBLY

- [If you conduct an evaluation, you may want students to fill out a Workshop Rating Form and another Opinion Survey (math post-test) before this assembly program begins.]

- The MODERATOR briefly summarizes the Workshop thus far, distilling the lessons of Day One, when students learned different ways of finding out about themselves, and the lessons of Days Two and Three, when they gathered information from other people and from printed materials about college and careers. She then re-introduces you, the COORDINATOR.

- COORDINATOR describes events of Day Four to come and their special significance; encourages students to read their accumulated materials over the intervening weeks; reminds them of the forthcoming "reunion"; and expresses thanks for everyone's participation thus far and anticipates the pleasure of seeing them again on Day Four. M

COORDINATOR'S CHECKLIST

☐ WORKSHOP STAFF in assembly area to collect the career reference books from students and thank them for helping.

☐ See that all WORKSHOP STAFF members are on hand to say good-bye to each student individually and to tell her how much they are looking forward to seeing her again on Day Four.

M Appendix D includes a Model of the type of closing remarks you may wish to incorporate in this presentation.

COORDINATOR'S CHECKLIST

☐ 3:14 - 3:45 p.m. Today's Group Leader meeting is the time for a modest celebration—with wine and cheese perhaps, if your budget permits.

☐ You may also want to have WORKSHOP STAFF assemble Student Materials and Group Leader Boxes for Day Four today and store them in a safe place.

STUDENT NOTEBOOK MATERIALS - DAY FOUR
• Welcome Back • New name tag • Agenda for Day Four • Pencil • Making Decisions • Cindy's Problem • My Career Plan • Next Steps [• End of Workshop Rating Form]

CONTENTS OF GROUP LEADER BOX FOR DAY FOUR
• several copies of each piece of students' Day Four materials • sheets of newsprint for each member of her group • large Magic Markers or crayons for her entire group • masking tape, tacks, or staplegun for attaching newsprint to walls • sheet of blank notebook size paper for each member of her group.

COORDINATOR'S CHECKLIST

☐ (WORKSHOP STAFF reviews student responses to the Workshop Rating Form and modifies the program for Day Four as appropriate.)

☐ Have WORKSHOP STAFF write up their comments and observations about the Workshop's first three days. These informal reports will help capture on paper the funny, warm, and personal flavor of the program.

☐ Ten days before Day Four, send postcard reminders to all participants. Be sure the address, date, starting time, your telephone number, and a reminder to bring back their notebooks are all included.

☐ Conduct a Day Four training session for your Group Leaders some 10 days before the Workshop reconvenes.

☐ Remind your Commencement Speaker of the date, place, and time of her appearance.

IT'S MY LIFE!

DAY FOUR

"Getting My Act Together"

8:45 - 9:00 a.m. (15 minutes)
REGISTRATION

- Students begin to arrive at 8:45 and come to the general assembly room. As they arrive, each receives a set of new materials to add to her notebook and a new name tag.

- Students are directed to put aside their belongings, get some refreshments, pin on their new name tags, take seats, and read Welcome Back.

COORDINATOR'S CHECKLIST

8:15 a.m. (or earlier) - 8:45 Check to see that:

☐ Refreshments are set up.
☐ Students' Day Four materials are ready.
☐ Student sign-in sheet is in place.

☐ WORKSHOP STAFF makes sure all small-group rooms are open, and delivers a Group Leader's Day Four box to each one.

☐ This morning you can expect students to be a little subdued, although not as shy as on Day One, and more dressed up than usual because of the prospect of the graduation ceremony and the reunion.

☐ The COORDINATOR, WORKSHOP STAFF, and GROUP LEADERS should be ready to welcome even the earliest student arrivals in the spirit of the morning's first session — as if they are alumnae returning for a 10th reunion.

☐ Remind each Group Leader that today's activities are particularly significant, not only as the Workshop's culminating events, but as vehicles for interpreting what students have learned during the entire Workshop; stressing that for these reasons they should be especially diligent in observing the timing guidelines so that all of the day's material is covered adequately.

9:00 - 9:10 a.m. (10 minutes)
WELCOME

- MODERATOR welcomes all back to the Workshop's final day and highlights the day's events, stressing the graduation ceremony. She directs students to their agendas for their room assignment, telling them they will shortly be seeing their friends "from 10 years ago."

9:10 - 9:20 a.m. (10 minutes)
MOVEMENT

- GROUP LEADERS and STUDENTS move to small-group rooms.

COORDINATOR'S CHECKLIST

☐ Be prepared for more uninvited guests (parents, boy and girl friends) and have WORKSHOP STAFF on hand to direct them (as on Day One) to the area reserved for visitors to wait until the afternoon's graduation ceremony. (It is not a good idea to allow any visitor to attend the reunion exercise.)

☐ The Welcome should be brief, snappy, and in a "reunion" mood. Students will be anxious to meet their Group Leader and their "old" friends.

☐ WORKSHOP STAFF, using registration sheets from all four workshop days, can now compute and enter the number of hours each student has participated on her Certificate of Completion.

☐ Again, a STAFF MEMBER should be assigned to the cloakroom area to greet and register students, direct latecomers to the right rooms, and to watch people's belongings.

9:20 - 10:50 a.m. (90 minutes)
SESSION #12: REUNION

- **GROUP LEADER** starts the morning's session with the simulated reunion. She welcomes the members of her group and reminds them that they are to imagine that they are all now about 27 or 28 years old, and that they have much to tell when their onetime companions ask "What have you been doing?" As she talks, she gives each student a sheet of newsprint, a marker, and a strip of masking tape to use to tape their paper on the wall if they wish. She suggests that students use the newsprint to set down their "news" in any form — a story, a list, a picture, or simply key words — and encourages them as they proceed.

- **GROUP LEADER** asks students to talk about their futures, encouraging them to elaborate by asking questions that fill out details of such items as "graduated from college" and "got a job." She also encourages the group to ask questions of one another or embellish their own stories in an attempt to evoke more specific -- even fanciful -- information.

- After all participants have discussed their imaginary futures, the **GROUP LEADER** uses the newsprint memos as a springboard to discuss each student's long-range goals.

- **GROUP LEADER** then finds a student with two conflicting

COORDINATOR'S CHECKLIST

☐ As you and your staff circulate, you may find, early in this session, that students are walking in and out of their rooms, and that groups as a whole are exceedingly noisy and active. If this behavior is part of the "staging" or enactment of a reunion, it is totally appropriate and to be encouraged.

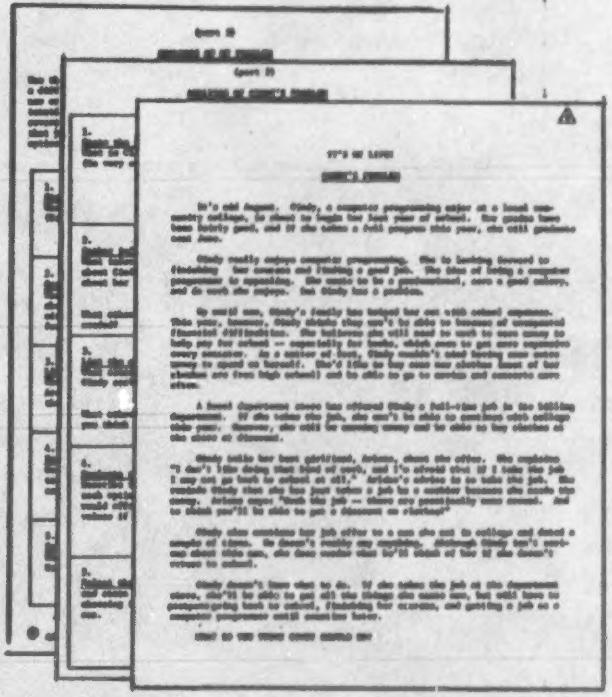
☐ During the last several weeks your requirements may have dimmed in the minds of the college's food and other support services departments. Therefore, it is a good idea for you to check personally on the food and table arrangements for today's lunch and on such graduation details as the public address system, the student certificates, etc. Perhaps a call to the office of the Commencement Speaker to leave a gentle reminder?

When you are assured that things are well in hand, take the opportunity to sit in on several of the small group sessions in the time remaining.

goals, and pointing out her evident need to resolve this conflict, moves the group into a discussion of decision making.

10:50 - 11:30 a.m. (40 minutes)
SESSION #13: DECISIONS

- GROUP LEADER now formally introduces the next topic -- decision making, resolution of conflicts -- pointing out that people make decisions all the time whether or not they're aware of it; that decisions involve choices, often between things that are equally attractive or equally unattractive; and, finally, that an awareness of our skills, values, and interests can make the process of deciding easier and the result more productive.



- GROUP LEADER asks students to turn to Cindy's Problem [8] in their notebooks and to read it, noting that

COORDINATOR'S CHECKLIST

[8] A Sample of this three-page worksheet appears in Appendix B and may be reproduced for use as is.

the chart following the story will guide them through the steps that will help them solve Cindy's problem and one of their own.

- As the group works on this exercise, the GROUP LEADER moves around helping students when indicated. When students have completed their charts, the GROUP LEADER asks each one in turn to read through her step-by-step analysis of the problem.

In summary, the GROUP LEADER contrasts their findings and choices, stressing the variety of solutions proposed and the different reasons behind their choices. She makes the point that Cindy herself considered only two options, when she had many, and had failed to inform herself fully about the world of work.

- The GROUP LEADER then directs the group to the reading, Making Decisions, in their notebooks and brings this session to a close by going over the four common mistakes people make when trying to reach a decision, namely: not knowing or finding out all the alternatives; not considering their implications; relying on inferior sources of information; and collecting useless or irrelevant information.

COORDINATOR'S CHECKLIST

☐ At about 11:30 a.m., check to make certain that lunch is being set up.

11:30 - 12:20 p.m. (50 minutes)
SESSION #14: PLANNING, Part I

- The GROUP LEADER begins this session on planning by explaining that having thought about where they want to be in 10 years and armed themselves with the basic how-to of decision making, the students have taken the first important steps in career planning. The next step is to figure out what steps need to be taken to get from where they are to where they want to be, *and* the order in which to take them. To begin thinking in smaller, action steps, she proposes an exercise -- planning a move to a new apartment one month from now. After the participants suggest some of the things, such as "packing" and "moving the telephone," one would need to do to reach this goal, the GROUP LEADER divides them into two teams. Each team receives a blank sheet of paper on which they list all the things that they will need to do to reach the goal of moving to the new apartment on time.

- When the teams are finished, the GROUP LEADER asks each team to read its list and she writes the steps each team identifies on separate newsprint sheets taped to the wall. When the two lists are complete, she highlights any differences between them then asks students to consider the *order* in which the listed steps should be taken.

- After the group has agreed on the sequence in which steps should be taken to effect the move, the GROUP LEADER points out in summary that planning involves first, the setting of future goals; second, figuring out the broad steps needed to

COORDINATOR'S CHECKLIST

☐ About 11:45, step into each small-group room to remind the Group Leader that they have 30 minutes left before they break for lunch. This will also be a signal that she should begin the "Moving" exercise if she hasn't already done so.

reach them; third, identifying the many little steps that need to be taken all along the way. It is necessary, she stresses, to translate the very general (the very big, the very far away) into the very specific (the very small, the very close in time), and then to try to determine the order in which steps should be taken.

12:20 - 12:30 p.m. (10 minutes)
MOVEMENT

- Everyone moves to the lunchroom.

12:30 - 1:15 p.m. (45 minutes)
LUNCH

COORDINATOR'S CHECKLIST

☐ COORDINATOR and WORKSHOP STAFF should be in the lunchroom ready to greet students as they enter.

☐ Remind Group Leaders of the need to continue to adhere closely to the suggested timetable this afternoon.

☐ It is important, on each of the Workshop's four days, for the COORDINATOR to mingle with and talk to the participants during lunch. Today, however, you may want to prompt another type of student participation by encouraging one of the students, who has told you something of general importance, to use the microphone to tell it to everyone. Once one student is brave enough to start, others will follow.

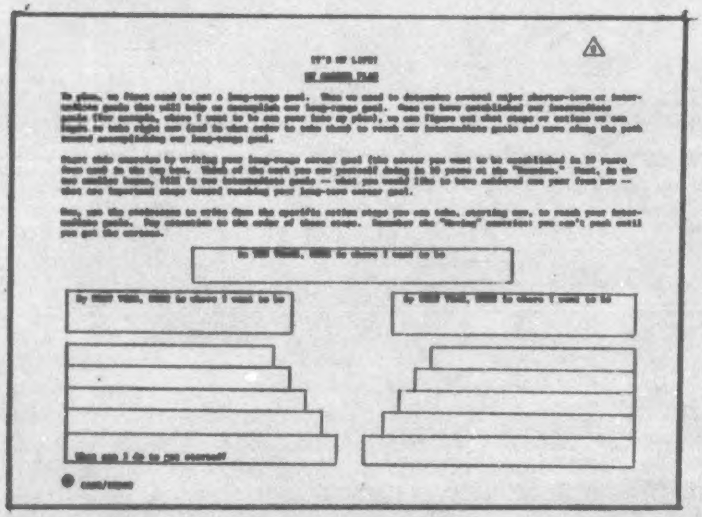
Another way to do this would be to use the public address system yourself to thank the Moderator (and perhaps the food service staff), and then to ask students if there is anything any of them would like to say, or anyone they would like to thank. Someone will think of thanking her Group Leader.

1:15 - 1:25 p.m.   (10 minutes)
MOVEMENT

- STUDENTS and GROUP LEADERS move back to their rooms.

1:25 - 2:55 p.m.   (90 minutes)
SESSION #14: PLANNING, Part II

- GROUP LEADER refers students to their copies of My Career Plan, [3] which asks them to list one long-range goal they want to reach by age 27 or 28 (ten years from now), two intermediate goals for one year hence, and the steps they will need to take along the way. The Group Leader relates the long-range goals to the morning's "reunion" and asks students to confine their choices to education and jobs. As the students work, the leader circulates and gives help where needed.



COORDINATOR'S CHECKLIST

☐ Take this time to thank the food service people (if you haven't just done so publicly) and to have some lunch yourself.

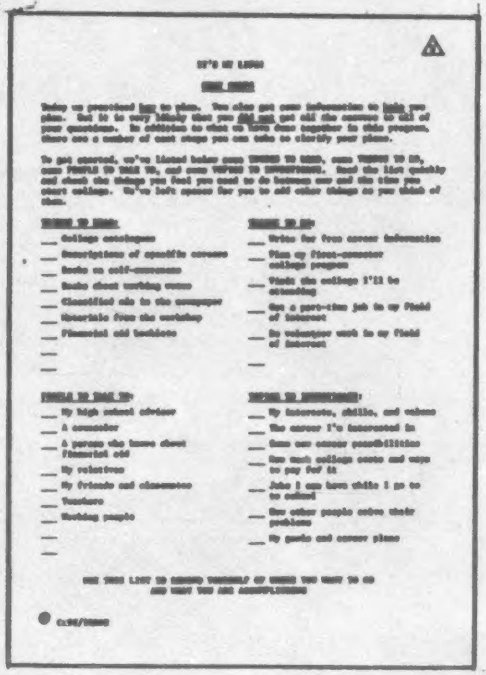
☐ COORDINATOR is free to sit in on groups until it is time to meet and greet the Commencement Speaker.

[3] A Sample of this worksheet appears in Appendix B and can be reproduced as is.

- When students have completed their career/educational plans, the GROUP LEADER emphasizes the advantages of planning and the need to continually review and reshape our plans as we go along.

- The GROUP LEADER now asks students to turn to the worksheet, Next Steps, △S and to check off the "next steps" they think they will need to take toward the long-and short-range goals they have just outlined in their individual Career Plans, keeping in mind Cindy's mistakes.

- GROUP LEADER concludes this last small-group session by inviting students to look her up in September, offering other kinds of help, suggesting an exchange of phone numbers, and discussing the idea of a real reunion on campus in the fall and other possibilities of staying in touch with each other. Finally, saying her own



COORDINATOR'S CHECKLIST

☐ At about 2:00, check to see that the assembly room is set up for graduation ceremonies: podium in place and equipped with a working microphone, student Certificates of Completion organized by name of Group Leader who will be awarding them, etc.

☐ At 2:25 see that each Group Leader is reminded that she has only 30 more minutes before the group convenes for commencement exercises.

☐ Be in the assembly room half-an-hour early to greet Commencement Speaker as she arrives.

△S A Sample of this worksheet, which can be reproduced and used as is, appears in Appendix B.

good-bye to each student, she adjourns the group and escorts them to the general assembly room for the graduation ceremony.

2:55 - 3:05 p.m. (10 minutes)
MOVEMENT

- All groups reconvene in the general assembly room.

3:05 - 3:45 p.m. (40 minutes)
GRADUATION

[If you are conducting a workshop evaluation, you may want the MODERATOR to ask participants to complete an "End of Workshop Rating Form" as soon as they have taken their places in the assembly. If so, this instrument will have been included among the materials given to students in the morning. WORKSHOP STAFF will need to be available to move among students to help if needed and to collect the forms as they are completed. This activitiy will take an estimated 10 to 15 minutes.]

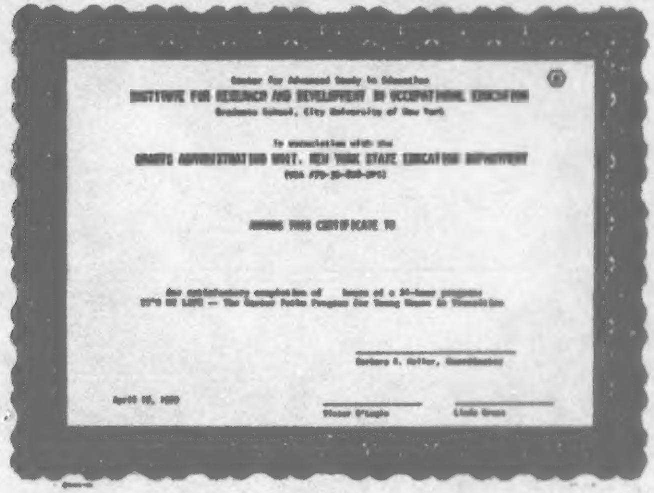
- After the MODERATOR thanks all for their participation, the COORDINATOR introduces the COMMENCEMENT SPEAKER.

- The COMMENCEMENT SPEAKER addresses the group for no more than 15 minutes, during which she describes her own career path and emphasizes the need for women to plan their careers in today's world.

COORDINATOR'S CHECKLIST

☐ Entire WORKSHOP STAFF available in the general assembly area.

- After thanking the SPEAKER, the COORDINATOR then introduces each GROUP LEADER, one at a time, who in turn, calls forward individually the young women who made up her small group, and presents them with the Workshop's Certificate of Completion.Ⓜ



Center for Advanced Study in Education
INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION
Graduate School, City University of New York

In association with the
GRANTS ADMINISTRATION UNIT, NEW YORK STATE EDUCATION DEPARTMENT

AWARDS THIS CERTIFICATE TO

for satisfactory completion of __ hours of a 30-hour program
IT'S MY LIFE — The Career Paths Program for Young Women in Transition

Coordinator

- After the last Group Leader has presented her group with their certificates, the COORDINATOR summarizes the goals of the Workshop, stressing that
  - the Workshop did not and could not give students all the answers. What it tried to do was to show them how to find their own answers to their own questions

COORDINATOR'S CHECKLIST

Ⓜ A Model of this certificate — which must be adapted to your program's specifications — appears in Appendix B.

- the important questions to ask are those about ourselves (what makes me feel good, what fulfills my values and interests, what makes use of my skills) and about the external world (what are the options, what are the requirements, what are the rewards)
- by attempting to present as realistic a picture as possible of women in the world, the Workshop hoped to help each participant take her place as an adult and assume responsibility for her way of life

- Finally, the COORDINATOR thanks the MODERATOR, her STAFF, the GROUP LEADERS ... and most of all, the STUDENTS, for making the program such a resounding success.

COORDINATOR'S CHECKLIST

☐ At about 4:00 p.m., when the students have departed, you, the Group Leaders, and members of your Workshop Staff join for a final debriefing and mutual admiration celebration.

Follow-up activities you may want to take care of over the next several days include:

☐ Thank-you letters to all adult guests.
☐ Thank-you letters to all participants.
☐ Thank-you letters to all Group Leaders.

[for evaluation purposes you can include followup questionnaires with all of these thank-you letters].

☐ Thanking members of the college administration and support services staff who helped you in any way.

☐ Mailing Certificates to participants who attended part of the Workshop but did not show up on Day Four.

CHAPTER V: MODIFICATIONS AND OPTIONS

The long-range purpose of the effort, time, thought, and money that went into creating the Career Paths Workshop was to produce a model that would have wide and varied application. The preceding chapters, and the Group Leader's Script in the appendix, follow essentially the model tested in 1978-79.

As we developed, conducted, and later studied the program's results, we kept an inventory of ways in which details could be changed without affecting the program's basic intent and spirit--ways that future coordinators might find more suited to their particular needs and circumstances. Here a digest of these ideas is set forth in terms of modifications and options for you to consider as to the various kinds of people involved in the program; workshop space; food; activities and materials; supplies and timing. Throughout we have indicated relative advantages and disadvantages of different alternatives, and which changes are least apt to disturb the program's essential integrity.

PEOPLE

STUDENT PARTICIPANTS

Eleventh Graders. This population might derive particular benefits from the program just because eleventh graders still have one full year of high school to complete. The Workshop would help students identify areas of occupational interest while they still have the opportunity to take prerequisite high school courses. In addition, participation in the program should motivate them to explore various career options before deciding about colleges, programs, and courses.

While this modification seems reasonable, we lack field experience by which to predict the program's success with this population. If you decide this is the group you want to work with, it seems appropriate that the program's emphasis be slightly shifted so less is placed on women's multiple roles, and more on ways in which the senior year of high school could be used more productively.

We discourage conducting this program for tenth graders; generally speaking, they are not psychologically prepared to make serious decisions about college nor mature enough to recognize or cope with society's conflicting expectations of women.

College Freshmen. The Career Paths program could be adapted for incoming female freshmen as part of your college's orientation activities. Participation should be limited, however, to those of traditional college age, since this program is not designed to meet the special needs of more mature women.[1]

Several advantages accrue to conducting the program for incoming freshmen:

- The program can offer an impressive addition to your college's existing orientation program.

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[1] Information about programs IRDOE has developed specifically for mature women is available on request.

In fact, you may be able to use funds already allocated for orientation to offset program costs.

- The incoming freshmen class provides you with a captive audience, thereby eliminating any recruitment problems.
- The program can be used to demonstrate your commitment to the implementation of Title IX guidelines.

The choice of college freshmen as your target population, however, requires some major modifications in the program's organization and content:

- The entire schedule of program activities would have to be changed to accommodate the time limits of your orientation period. For example, it would be necessary to eliminate the one-month interval between Days Three and Four.
- You would also have to consider either modifying the small-group format or placing limits on the number of freshmen students invited to participate. If you opened the program to all female freshmen of traditional college age, you are likely to end up with 20 or 30 small groups and a program that would require an unrealistic amount of time, money, and personnel.
- You might want to modify the Workshop to focus attention on decisions to be made during college registration. The problem with running the program so close to registration is that participants may not have time to integrate the Workshop experience into their program planning. As a result, the real impact of the program may not be felt until the second semester; and, by that time students may be reluctant to change their original curriculum decisions.

MODERATOR

You may wish to assume the duties of moderator, in addition to those of Coordinator, or assign them to the co-coordinator (if you have one). Such duties can easily be dovetailed as long as the Coordinator/Moderator does not also serve as a group leader.

WORKING WOMEN

Recruitment. In order to expose students to as diverse a group of working women as possible, you might consider selecting some panel members from your college's faculty and staff. Look for those with previous non-academic work experience who also possess the necessary requirements for the Workshop (e.g., working in a nontraditional field, relatively young, etc.) Recruiting from within your college may be particularly helpful if you are having problems locating candidates or are under time constraints.

MATHEMATICIANS

Recruitment. In place of academically trained mathematicians you may be able to substitute women working in a math-based field or those with a strong background in math. Such women may be found in a variety of places: commercial establishments, industry, government, even on campus in places other than the regular math department.

COMMENCEMENT SPEAKER

Recent college alumna. To deliver the commencement speech, you might wish to select a relatively recent graduate of your college who holds a 2-year associate degree in a nontraditional occupational field. As an alternative to a high-ranking female administrator, such a speaker might even provide a more realistic model for student participants.

Well-known figure. You might be able to find a locally, or even nationally, known woman whom the Workshop participants would recognize. Such a speaker would add excitement to the commencement ceremonies and make it particularly memorable. If you choose this route, it will probably be necessary to invite the speaker well in advance and allow more time for her presentation than originally scheduled. Provide this speaker with some guidelines on the points you want her to make, including the following:

- Today, more opportunities than ever exist for women in the world of work.
- To take advantage of the career opportunities available, you must do some planning, but at the same time remain open to serendipity.
- Careers are not static, they can grow and change as one gains new experience and develops new skills.
- It is possible to handle multiple roles and responsibilities (i.e., work, family, academic).
- If you don't make your own decisions, others will make them for you.
- College should be the start of an exciting and happy time of life.

SPACE

Small Rooms. If you are not able to get enough small rooms to accommodate all the small groups, an alternative would be to section off the large assembly room or part of the cafeteria and assign one or more small groups to these sections. Although the disadvantages are obvious, this arrangement may be better than either of the following alternatives.

Non-Campus Facilities. If you cannot arrange suitable space on your campus, you can use a nearby facility, such as a conference center. This option has two disadvantages: it may cost money to rent the space, and it does not expose the students to the campus environment. On the other hand, it could give you access to more useful and luxurious surroundings than your campus may afford, and provide a setting that group leaders and students will perceive as special.

High School Campus. As a last resort, you could hold the program at a high school that is easily accessible to students from surrounding high schools. This type of setting will be relatively inexpensive and may be more centrally located than your college campus. There are a number of drawbacks, however, that you should be aware of:

- A high school setting will not create the heightened sense of "adultness" you would like to convey.
- Host/guest roles will be confused: students will be on familiar territory and group leaders and presenters will be the "guests" in this environment.
- Because Workshop participants are likely to know students attending the high school you are using, there is always the possibility of friendly but unwelcome disruptions.

- If part of your Workshop is to be held during a school holiday recess, the high school will probably be closed and, therefore, inaccessible to you.

FOOD

Lunch. If, rather than having lunch served to your Workshop people, you decide to have them join a student cafeteria line and make their own selections, there are several ways to handle payments.

- You could issue chits, each valued at a set price, to everyone. This method of handling lunch payments is fairly simple to arrange and allows students the adult privilege of choosing how to spend their food "allowance." The chief disadvantages are that it may end up costing you more than necessary (since each chit will be purchased for a set amount regardless of the food items chosen by a participant), and create the possibility of embarrassment for participants who unknowingly overexpend the value of their chit.
- Another option would be to have participants buy lunch with their own money. This has the advantage of being less costly and requiring fewer administrative details. On the other hand, this system could penalize students who have little to spend.
- A third alternative would be to ask participants to bring their own lunches. We do not recommend this course of action. In the first place, it will give the Workshop the appearance of a field trip and diminishes the adult tone you have worked so hard to establish. Furthermore, it will mean you will have to arrange for refrigeration, beverages, and messy cleanup chores. The sole advantage of this arrangement is, of course, that it will save you money.

Discourage any ideas students might have of bringing food for a pot-luck luncheon. Although their intent should be praised, the result could be exceptionally messy and, frankly, it smacks of sexism.

ACTIVITIES AND MATERIALS

We have designed the Career Paths program so that activities follow a logical sequence. The program begins with a session designed to establish an esprit de corps and focus on positive attributes of the self. The next three sessions, which include specific self-awareness exercises that enable students to explore their own skills, values, and interests, comprise a logical and important extension of the first. This focus on the self provides one-half of the equation that results in more effective career and educational decision-making and planning: *Self Awareness + Awareness of Education and Career Options = Better Planning.*

The sequence of activities is also designed to introduce variety, alter group dynamics, prevent boredom, and encourage attendance by stimulating anticipation for what is yet to come.

Changing Sequence Within Sessions. There are modifications that can be made *within* a session that will not significantly affect the session's internal consistency. As presented in this Handbook, nearly every session proceeds according to a basic pattern: it begins with the Group Leader introducing the session's theme and offering a personal example, followed by students writing or completing one or more exercises, and ends with a group discussion and a summary. In most cases, you or one of your leaders could reverse the order of exercises, for example, without diluting the sessions's purpose. In the math session (#6), for instance, "Everyday Math" follows a discussion of "Math Myths." If you prefer, you can easily reverse these topics.

Substituting Activities. You and your group leaders have probably dealt before with many of the topics covered in this program. If you have favorite exercises you feel can be used successfully, feel free to substitute them for the ones we suggest. There are, for example, many lists of skills that can be used as the basis for the skill assessment exercise. The items in our skills exercise, however, were gathered from several different sources and restated in language appropriate for the target population. Moreover, the exercise was designed as a *self-assessment* device to emphasize that most of us are capable of assessing some things ourselves.

A cautionary note: Before substituting *any* exercise, consider carefully whether it meets the intent of the session as well as the original exercise does. Also, pay special attention to the flow and group dynamics involved before making any substitutions.

Now for specifics:

DAY ONE: Session #1

We know of no exercise that can be effectively substituted for "Feeling Good" as an introductory exercise to simultaneously break the ice, get students talking aloud about personally meaningful things, and focus exclusively on success.

DAY ONE: Sessions #2 & #3

Any list of values and skills you prefer may be substituted for those we present, but we urge you to keep the self-rating format. Retain the final sections of both ("How I Use My Skills Everyday" and "How I Realize My Values Everyday"); they will be compatible with any lists you use.

DAY TWO: Session #5

A number of approaches to decreasing math anxiety and demystifying math have been developed in the last decade. The approach we recommend is based on the pioneering work of Dr. Stanley Kogelman as described in *Mind Over Math*.[1] Another excellent method is discussed in Sheila Tobias' *Overcoming Math Anxiety*.[2]

DAY THREE: Sessions #8, #9, #10
Working Women Panel and Interviews

There are excellent films depicting women at work in nontraditional occupations, but they are no substitute for the working women's in-person presentations. A very short film, if easily and inexpensively obtainable, could be used as an introduction to the panel. If you do use a film in this way, tell your panelists what it depicts well in advance so they can plan their presentations accordingly.

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[1] Kogelman, Stanley and Joseph Warren. *Mind Over Math*. (New York: McGraw-Hill Paperbacks, 1979).

[2] Tobias, Sheila. *Overcoming Math Anxiety* (Boston: Houghton Mifflin Paperbacks, 1979).

DAY THREE: Session #11, Career Research

Among various other types of career research activities that can be tried are:

- Having students as a group, develop an interview form to obtain information similar to that on the Career Characteristics Data Guide . With this modification, the session would focus on developing the form and as a homework assignment each student would interview three or four people working in different occupations.

- Devoting this session to a discussion of the interviews students had with working women just before lunch. They might go over the Questions to Consider... and see how many answers they can come up with.

- If your college has access to a computer-based career search program, such as GIS, CIS, or DISCOVER[1] you might want to expose students to it during this session.

- Still another strategy (if your program has a manageable number of participants), would be to hold the entire afternoon session at your college's Career Resource Center under the direction of the Center's administrator. This would give participants access to a still broader range of career material and offer them another glimpse of your college's resources.

DAY FOUR: Session #12, Reunion

There is no substitute for the "Reunion" exercise that we think is as effective. It is particularly enjoyable for the students (encouraging whimsey and fantasy and acting out) and leads naturally into setting of long-range goals.

DAY FOUR: Session #13, Cindy's Problem

As an alternative to having students work in teams on this exercise, you may want each participant to work individually, or handle it as a group activity. You can also substitute any other story that students can identify with and that presents similar conflicts, preferably between work and educational goals.

DAY FOUR: Session #14, Moving Exercise

"Moving to a New Apartment" is an update of the established, but well-worn, "Planning a Party" exercise. "Moving to a New Apartment/House" should be relevant to any group of participants. If your participants are an exception, consider substituting planning for a long vacation.

DAY FOUR: Session #14
Long- and Short-Range Planning

Each student's creation of her own career plan is the culminating activity of the Workshop. You may wish to substitute a blank page or another type of visual representation of stages and steps for the worksheet given. However, you will want to retain the three basic planning components because students should be able to consider their long-range goal, move backward in time to two objectives to be attained one year from now, and then list the specific, intermediate steps to be taken during the next year.

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[1] Guidance Information System (Time Share Co., Inc., West Hartford, CT.); Career Information System (University of Oregon, Eugene, Oregon); Project DISCOVER (Western Maryland College, Department of Education, Westminster, Maryland).

SUPPLIES

Chalkboards. If chalkboards are not available, an alternative would be to use newsprint tacked up on the wall or a pad resting on an easel or table. However, do not substitute a chalkboard where newsprint is called for. We specifically chose newsprint so that it could be given to students as a personal record of their experiences.

TIMING

Time of year. The Workshop does not have to be held in the Spring. A better time, perhaps, might be in the Fall when your high school women would just be beginning their senior year and the program, therefore, might have a direct effect on courses participants take during their final semester. It might also affect their choice of college and/or curriculum. In other words, the two chief advantages to conducting the Workshop during the Fall semester would be:

- to induce students to take more math while still in high school
- to give them more time to consider registering for nontraditional occupational programs at your college

Holding the Workshop in the Fall, however, presents some technical problems:

- scheduling of the Workshop may be more difficult since the Fall semester is shorter and more broken up by holidays
- the amount of time available to recruit participants and guests would be cut drastically unless the decision to give the Workshop was made months before Summer vacation.
- winter weather conditions may have a severe negative effect on attendance

Scheduling patterns. The program described in this Handbook follows a 3 + 1 pattern--three consecutive Workshop days followed by one concluding day a month later. Should this pattern prove impossible because of conflict with religious holidays or some other reason, we believe the two most feasible scheduling alternatives are:

- Two consecutive days followed by two consecutive days a month later (2 + 2). If the program were to be held in the Spring, we would recommend scheduling the first two days in March and the second two days in April. The 2 + 2 pattern would work because enough student interest and group rapport can be established during the first two Workshop days to carry participant enthusiasm over a month. Moreover, program sessions are designed so that a natural break occurs between Days Two and Three. If you choose this schedule you would move the large-group session that now ends Day Three to Day Two (and allow students to take their notebooks home after the second day). The only potential disadvantage of this modification is that it might not be possible to achieve as high a level of intensity and involvement in two, rather than three, days.

- A second option would be to run the program one day a week for four consecutive weeks (1+1+1+1). This schedule would allow you to conduct the Workshop on Saturdays, when it might be easier to book space in your college. On the other hand, you may have to pay group leaders for working Saturdays, food arrangements may present a problem (if your food service does not operate on weekends), and you may have trouble arranging for other support services (e.g., maintenance, public address systems). If you hold the program on four week days, it may be easier to obtain releases for group leaders for one day a week for four weeks rather than for three consecutive days.

  This 1+1+1+1 scheme also gives the Coordinator and Group Leaders a full week between each Workshop day to assess where they are and to make any needed program adjustments.

Among other options that might occur to you, there are two in which we think the problems would outweigh the benefits: (a) increasing the total number of days to more than four—the program becomes too course-like; and (b) breaking the program into eight half-days—which would seriously hamper the formation of group cohesiveness, disrupt the flow of activities, and thereby diminish the sense of continuity and progress.

CHAPTER VI: TO EVALUATE OR NOT TO EVALUATE

We all know people--you may be among them--who bristle at the very word "evaluation," with its reasonance of researcher's shoptalk and proposal-writers' prose. Though one may sympathize with this reaction, we would like to point out that evaluating is something we all do informally all the time, as we compare and appraise movies, books, acquaintances, TV shows, and commodities of various kinds.

Many persons who have no qualms about organizing or managing an educational program shy away from the suggestion of evaluating it. It seems to make little difference whether they themselves do the assessment, whether the evaluator is someone they know or an expert brought in from the outside. For such people, evaluation conjures up images of highly sophisticated statistics, rigorously validated questionnaires, and elaborate computer analyses resulting in useless technical reports. They resent the time it takes and money it costs.

But expensive irrelevance does not have to be the outcome. In fact, some of the best evaluations require minimal time, money, and expertise. Moreover, evaluation can even be fun and a learning opportunity for everyone involved.

Although at various times this Handbook suggests when assessment instruments might be administered and what type might yield useful information, evaluation is treated as an optional, rather than integral component of your program. The decision of whether or not to evaluate your program is left up to you and/or the policies of your institution, as is the determination of the scope of your evaluation should you choose to conduct one.

Even if you do not plan to evaluate your program, we hope you will read this chapter. It may tempt you to reconsider your decision; and it will provide you with information you may use later. The discussion of evaluation procedures we used may also spark some ideas of your own.

Why Do an Evaluation? There are many excellent reasons for evaluating a program, even one that has been tried and assessed before. The program you put on is bound to differ from ours, and the information you obtain from it can benefit others directly or indirectly.

One good reason for doing an evaluation relates to money. IT'S MY LIFE! should not be an expensive undertaking. It was designed to be implemented with limited funds. However, because the program will cost your school something, you may need to justify its adoption. Furthermore, if you wish to conduct the Workshop again, or institute it on a regular basis (which we think you might), your study can document its specific impact and worth.

This brings up a second compelling reason for evaluation: program planning. Evaluation can provide information valuable for improving your program. It can illuminate its strengths as well as its weaknesses. The positive elements you will probably want to repeat, or possibly expand. Knowing what specific strategies worked and why also enables you to use them in other situations. If you find, for example, that students were especially enthusiastic about the reunion exercise because it involved role playing, you may consider injecting role playing in other exercises.

On the other hand, negative findings can also lead to useful changes. If, for example, students rate late afternoon sessions lower than earlier ones and also report feeling tired by the end of the day, you may decide to shorten the Workshop day and perhaps extend the entire program an extra day. (This could also be managed by reducing the lunch break or shortening some sessions, but look at other scheduling possibilities in Chapter V.)

An evaluation can also help you respond to the distinctive needs of your particular population of students. While high school students have many characteristics in common, they may differ because of background, locality, and type of school. For example, you may be working with a largely Hispanic population interested in careers requiring bilingual skills. You could respond to these students' specific needs in the working women you recruit and the career materials you gather.

Similarly, an evaluation helps you set priorities. No program is ever replicated exactly like its prototype. Workshops differ according to the setting, available resources, and budget. As a result, you need to establish priorities to guide you in stressing some components over others. Again, your knowledge about students and their reactions helps. For instance, in juggling a limited budget, you may put students' appreciation of fancy refreshments above their interest in colored worksheets.

Evaluation can also clarify your picture of how the program actually ran. It is a way to synthesize all the bits of information you gather through various channels from many sources.

By the very nature of a coordinator's responsibilities, her perception may often diverge from that of the participants. Example: perhaps a session had to be changed from your original plan because some materials were inadvertently misplaced or missing. Your awareness of this problem may understandably cause you to assume that the session was a failure. In reality, however, the students may have found the substitute exercise quite valuable. A more objective assessment through a questionnaire might revel, to your surprise and delight, that your perception was mistaken.

On the other hand, you personally may be so enchanted by a particular aspect of the program that you assume everyone else will be. Say you have recruited a Group Leader who appears dynamic, lively, and spontaneous. When looking in on her group you observe that she is animated and talkative, it is easy to assume that she is being effective. Here again, however, the responses of the students in her group to a questionnaire might alert you to the students' feelings that she dominates the sessions.

An evaluation can also provide useful feedback to the other adult participants. Mathematicians, for example, may appreciate knowing how their sessions went. A report on how the students reacted will be helpful for these women if they return for the next program cycle, and also in their own jobs. Group Leaders too benefit from this type of feedback. What they learn about students' problems and aspirations and how these were met can be applied to their own work as counselors.

Further, the process of evaluation plays an important role in providing student participants with a vehicle for expressing their opinions—a legitimate forum for airing feelings that might otherwise be hidden. It tells the student that you believe her opinion is valuable (which indeed it is), and it allows her to sense some control over what happens to her (and isn't this one of the program's goals?). Moreover, for students and any adults who participate in an evaluation, filling out questionnaires or other forms consolidates the experience, promotes introspection, and helps each respondent review for herself what she gained.

Finally, a point to your more selfish interest, evaluation lends credibility to the program and to the people who run it. It demonstrates a coordinator's concern with matching accomplishment to intention. It also provides the documentation you need to initiate a presentation or an article about your program.

Other professionals and practitioners will appreciate being informed of your findings. It enables them to make comparisons with other programs, broadens their understanding of the target population, and contributes to the store of information about educational materials and strategies.

Case Study of a Program Evaluation. As the foreward to this document explained, we developed IT'S MY LIFE! by synthesizing theories, research, and practical experience from many sources. The most important source was our study of the demonstration in the Spring of 1979. The purpose of that field test was not only to offer needed services to a particular group of women high school seniors but also to try out different elements to see what worked and what did not. To come up with the most successful strategies, the best materials, and a realistic time frame, we evaluated the Workshop.

Our evaluation was conducted for all the reasons described above: (1) program justification (Even if we had not been under contractual obligation to evaluate the program we would have done so); (2) program planning (The evaluation enabled us to make improvements included in this published version); (3) to set priorities (We were better able to determine what must be retained and what aspects could be altered or deleted); (4) to give us a clear, objective picture of what went on and enable us to obtain, organize and use feedback in a systematic way, and; (5) to give the program credibility. Moreover, according to the students and other participants, the evaluation gave them the opportunity to express themselves and helped them think through their experience.

The evaluation procedures and tools we used are briefly described below. (If you are interested we would be happy to send you a copy of the reports containing more detailed discussions of the field-test evaluation and/or copies of the instruments used.)

During the four days of the program, each student was asked to complete several questionnaires. These were of two main types: one type assessed attitudes that were expected to change as a result of Workshop experiences; the second type tapped students' reactions (i.e., opinions, feelings) to the program itself. All instruments were coded to identify the respondent so we could compare the same students before and after and at the same time assure the anonymity of individual responses. All questionnaires were printed on 2-ply NCR paper so that students could keep copies of their responses. This, coupled with the fact that we explained the need for evaluation to the students at the very beginning of the Workshop, helped make the process adult and pleasant.

PARTICIPANT'S QUESTIONNAIRE. This instrument assessed participant's general attitudes regarding women, education, and work. Students responded to a set of statements using a five-point scale ranging from strongly agree to strongly disagree. One such statement, for example, was, "Women have to choose between having a family and having a career." This questionnaire was administered before the welcoming addresses on Day One and again (with a Workshop Rating Form) on Day Four, just prior to the graduation ceremony.

We found that almost all shifts in attitude were in the desired and expected direction (i.e., toward less sex-stereotyping). The most significant changes occurred in students' attitudes toward the division of family responsibilities. For example, while students initially tended to agree with the statement that "If both parents work and their child gets sick, the mother not the father should stay home from work", by the end of the Workshop they tended to feel that the responsibility was not solely the mother's. On some matters there was little need for change: to begin with students very strongly agreed with the need for adequate educational preparation for both boys and girls and strongly disagreed with such statements as, "When an equally qualified man and woman apply for the same job, he should be hired because he is head of a family" and "A man's career is more important than a woman's." However, students' continued uncertainty or indecisiveness after the Workshop about other issues such as women's multiple roles at home and in the workplace, showed that there was still room for improvement.

PARTICIPANT'S OPINION SURVEY. This questionnaire was designed to examine only the math segment of the program. Students were again asked to indicate whether they agreed or disagreed with a series of statements, this time some myths and sex-stereotypes about math. For example, students were asked whether they agreed/disagreed with the statement, "Men are better in math than women." The instrument was intended to pick up changes in attitudes toward math as a result of the Workshop experiences, and was administered just before the math session and again at the close of the day.

The results told us that students do indeed have many false impressions about how math is done but, more important, that these beliefs can be affected by even a few hours of intervention. We also learned that more change would be desirable, and that increased exposure to new ways of thinking about math might very possibly bring it about.

We were able to arrive at these conclusions because we could compare the same students' initial and later responses to the same sets of items. On the pretest, students indicated agreement with such math myths as "In doing math you must always know how you got the answer" and "Math requires a good memory". On the posttest, however, students tended to disagree with both of these statements. We also found that while the young women started out disagreeing with math sex-stereotypes such as "Men are better in math than women" and "It's more important for boys to do well in math than for girls", they disagreed even more strongly following the math session. Data of this kind certainly called for retaining this program segment.

CAREER CHECK. Some six months after the Workshop, to ascertain whether immediate benefits had lasted and whether any other outcomes had resulted, we sent a followup questionnaire to three groups of students: students who were invited to the Workshop and attended, students who were invited but did not attend, and students who applied to the program but were not accepted. The followup questionnaire consisted of a set of "Yes-No" and open-ended questions about the student's current status with respect to education, career, family, and future aspirations (e.g., "What type of curriculum are you taking?", "When do you plan to have your first child?"), and the same series of math statements to be rated (PARTICIPANT'S OPINION SURVEY) that students who participated in the program had filled out twice before. Questionnaires sent to Workshop attendees also included a special set of questions that asked them to explore their feelings about the program and to rate it in retrospect.

This followup enabled us to compare participants with nonparticipants on a number of variables and to examine differences between those accepted and those not accepted into the program. It also allowed us to examine the Workshop's impact on the subsequent activities of participants and to determine at least its intermediate-term impact on attitudes and aspirations; information that could not have been obtained by an evaluation done immediately afterwards.

The findings demonstrated that career aspirations were affected, as expected, by participation. The percentage of attenders who wanted a career in business increased dramatically when compared to the proportion listing this choice on their application. Nonattenders, on the other hand, showed a sharp drop of interest in business careers. The percentage of attenders who chose engineering technologies as their first career choice nearly tripled the percentage on the initial application form. Nonattenders evinced no interest in engineering on either measure. A further indication that the Workshop's emphasis on nontraditional careers opened up students' minds was the response to secretarial careers. For attenders, the percentage of students interested in being secretaries decreased from 19 percent before to 9 percent following the program. No similar pattern was noted for either of the other groups. Finally, as to their overall feeling toward the Career Paths program, all attenders indicated they were very glad they participated in it and all but one would recommend it to a friend. (Responses such as these are especially heartening after the lapse of several months during which program staff increasingly become convinced that their efforts have long since been forgotten.)

In addition to the questionnaire surveys described above, several other means were used to evaluate the program. The Application Form, which students filled out in applying for the Workshop, provided useful information on our recruitment efforts. It let us know whether we got responses from all the schools in which candidates were solicited. It allowed us to judge how well we reached those students we were aiming for. It provided demographic data on all students who expressed an interest in the program as well as profiles of those invited and those who attended. In addition to furthering our knowledge about the characteristics of probable nonattenders, such background data proved particularly useful for assigning students to the small groups.

Observation is another important evaluation tool and a potentially powerful one, especially when used with other techniques. We videotaped the entire 24-hour program and so were able to observe the verbal and nonverbal behavior of the students and adult participants both during and after the fact. But even without videotape, program staff can learn much about everyone's reactions as they go about their daily routines. As you already know, you will be unobtrusively present at all times; we recommend that you record what you see and hear at the end of each day (or as soon as you have spare time). This anecdotal evidence will help you interpret the results obtained through more formal measures and, in addition, imbue your evaluation report with human interest.

In gathering your results, be sure to include unsolicited feedback or responses from whatever source. Student letters expressing their feelings about the program are strong indicators of high interest, as are comments endorsing the success of the Career Paths program from high school staff and those more directly involved in the program.

We hope this overview will help you decide that evaluations are useful. Since your evaluation will probably not have to serve as many purposes as ours did, you may want to conduct a less extensive study. The remainder of this chapter will help you get started.

Conducting Your Own Evaluation. With this general background, you might now be wondering "O.K., but what should I measure and how do I begin?" As mentioned earlier, evaluation is not built into the procedures suggested for putting on IT'S MY LIFE! at your institution, nor have any specific instruments been included in the appendix. Instead, the Coordinator's Guide and the Group Leader's Script specify at which points certain measurements might be undertaken depending on your purposes. Types of items you might want to consider and kinds of ways of asking questions (agree/disagree, yes/no, true/false) were referred to above in describing the evaluation of the field test. Here now are some tips and suggestions for designing your evaluation to be relatively easy, as useful as possible, and even fun.

What to Assess. The Career Paths program's overall goal is to encourage young women to consider nontraditional career programs offered by two-year colleges. The most important single criterion for establishing the degree of program successes in meeting this goal is how many participants in fact enroll in or change to nontraditional fields of study. Since this behavior cannot be measured at the end of the four days and for other reasons may not be possible later, we need measurable, short-range indicators that the program has made some progress towards achieving this goal.

Some criteria--such as improved reading scores--are obviously beyond the intent of the program. A measurable, short-range indicator like improved school attendance is also inappropriate for the program makes no claim to such influence. The use of unreasonable or inappropriate criteria can effectively undermine your efforts to measure "success" or to discover in what ways future efforts might best be modified. Therefore, the questions you ask should focus on indicators of the types of measurable changes that can take place within the fairly immediate future and indicate whether progress has been made toward the program's general goal. For example: Students sending away for career information booklets on their own is an indication that an interest in those careers and in career planning has been generated. Changed attitudes toward math is a prerequisite to taking more math courses. Sharing program materials with a younger sister may imply a greater awareness of the need for women to plan ahead.

IT'S MY LIFE! embodies a variety of learning experiences, some of which you may want to emphasize in your adaptation of the program, some you may want to gloss over. For this reason, we've left the decision of *what* to assess up to you. Your interests and your specific purposes will determine what it is you want to measure. (You may be concerned, for instance, only with the effects of certain strategies or exercises on learning; in this case, your evaluation should focus on these exclusively. On the other hand, you may be interested in the total program's impact on students' feelings about themselves; this concern leads to a different evaluation focus.) *What* you want to evaluate determines *how* and *when* to evaluate.

In recent years there has been a lot of talk about behavioral objectives, some of it enigmatic. Our view of a behavioral objective is that it is simply a way of asking the question "What will the participant be like as a result of some identifiable experience(the total program or any part thereof)?" Looking at the issue in this manner allows you to frame questions that are precise (i.e. allows you to develop appropriate, measurable indicators), related to the scope and intent of the program, and answerable in reasonably short time.

Let's examine the question of what the student might be like after and as a result of the experience. Will there be *changes* in her *knowledge*--will she have learned something new or more about nontraditional occupational options? About alternative types of career training? Similarly, after participation, will she demonstrate different *attitudes* toward women and careers and home and family? Toward math? Will the Workshop experience enhance participants' *feelings* about themselves? Will students become more *skill*ed in planning? In decision-making?

(Increased) *knowledge*, (changed) *attitudes*, (improved) *feelings* and (new) *skills* and *behaviors*--all indicate progress toward the major goal of IT'S MY LIFE! To elect a nontraditional field of study, a student first must know it exists, then be interested in developing the skills it requires, make decisions that incorporate beliefs about herself and information about the external world, and finally, taking into account all the implications, take the steps necessary to implement her decision.

In evaluating your program, narrow the range of possible questions and concentrate on those most important to you. Having decided which questions are most important, you are well on your way to knowing how to answer them. Questions used in our evaluation instruments were framed in terms like "more" of something, "different" than something, and "better" than something. Implicit in language like this are *comparisons*. More than who or when? Better than who or when? And different from who or when?

Sometimes we combined the who and when, sometimes we separated them. When we addressed student attitudes toward women and work, the participants served as their own comparison (or control) group. To obtain data for purposes of comparison, a questionnaire was administered before students were exposed to any formal Workshop experience and again at the program's end. Pre- and post-testing the same people, which lends itself nicely to questions concerning attitudes, enables you to compare students' later responses with their earlier responses to the same questions: each student serves as her own control, with the intervention of the Workshop as the experimental variable.

A similar but elaborated technique was used to study attitudes toward mathematics. The same questionnaire was administered three times and other groups--students who did not take part in the program--were added for comparison. Participants not only completed the Opinion Survey on math before and after exposure to the math component (serving again as their own control group) but again for the Career Check, administered several months later to them, to applicants not accepted into the program, and to candidates who were invited but did not attend. This latter group is an excellent, ready-made comparison group similar to attenders in all respects but one--attendance in the program. (Possible motivational differences were not ignored in comparing attenders and nonattenders. We found that attenders were more uncertain and vague about their futures than were non-attenders. This finding, interesting in itself, is useful in guiding one's choice when deciding between equally qualified program applicants.)

By measuring attitudes toward math three times, we were able to compare participants' pre-program attitudes with their attitudes immediately afterwards and several months later, and to compare the attitudes of attenders and non-attenders. The critical differences between when and who comparisons determine what claims can be made about the effectiveness of the program's math component. Such contrasts permit one to conclude that this particular segment can "make a difference" (a truly surprising finding for a three-hour intervention).

When to Assess. When to evaluate will depend to some extent on the type of information you are seeking and what you want to do with it. Your options include before and immediately after an event or the entire program; before and sometime after the event or program; or before, immediately after and sometime after the event or program. Followup assessments enable you to make stronger claims about lasting impact; assessments taken immediately after the program allow you to make claims about short-term effects. Immediate measurements have another advantage. For example, if you are interested in participants' reactions to a particular day's session, you can tap material that is still fresh in their minds by having them rate all the sessions at the end of each day. Staff can then make immediate use of this information, adjusting subsequent activities accordingly. A disadvantage of immediate measurement, however, is that it may reflect only the excitement of the moment when what you want is a more considered expression of Workshop impact.

Asking participants to rate all Workshop sessions at the very end of the program allows you to assess the total experience and gather slightly different data. The participants may have forgotten some things but have had an opportunity to integrate and/or act on other things.

What Tools to Use. Once you have devised your set of questions and know why you are asking them (that is, you know what you want to do with the data you collect) it will be fairly obvious who you will

gather your information from and when you will collect it. Your next decision is what tools to use. We used several common evaluation tools: questionnaires we designed ourselves, formal and informal observation, and formal and informal feedback. You may want to use others.

The program does specify the use of one standardized form, an interest inventory, but its purpose is to acquaint students with this type of career planning tool--not to assess change or program impact. You might, however, want to use standarized tests for certain purposes; the MARS: Mathematics Anxiety Rating Scale, [1] for example, as a means of measuring changes in level of student math anxiety as a result of your program. We did not use this instrument because we were more interested in student attitudes toward the doing of mathematics and in sex-stereotypes than in the degree of math anxiety among participants. Explore different types of standardized instruments to see if you can find the most appropriate measure for what you are trying to accomplish. As contrasted with home-grown ones, these questionnaires have the advantage of norms to compare your results with and manuals to help you interpret your findings. Most will have to be purchased, and many require elaborate scoring schemes and statistical analyses. Some in fact, have to be scored by the publisher. The critical disadvantage, is that they are rarely program-specific and almost never provide data useful for determining what or how to revise your program. In general, it's probably better to leave these instruments for experts or to use them only when you are trying to compare similar programs.

Your other option is to develop your own instruments. And we strongly urge you to do so, designing them around those indicators of success or progress that you, your staff, and your administration will find convincing. To keep scoring easy, start with a series of statements or questions to which the student can respond with a yes or no, true or false, or agree or disagree. For our Opinion Survey (on math), we developed items in two ways. First, using all the Math Myths (see Appendix B), we thought about sex-stereotypes surrounding math and formulated a series of stereotyped statements: "Men are better in math than women", "Math is more important for men than women", "Only a few select jobs require math", and so on. We then phrased all statements so that one response format could be used--so it made sense to ask the student whether she agreed or disagreed with the statement, and how strongly.

In writing items of this type, it is easy to make two common mistakes. The first is to write all statements so that the socially desired answer is always at the same end of the rating scale. This mistake is relatively easy to avoid. As an illustration: if, for most of your items, "strongly disagree" is the desired response, a statement like "Men are better in math than are women" can be changed to "There is no difference in how well men and women do math." Varying the direction of the respondent's "set" forces her to consider each item more carefully. The other common mistake is to write a statement containing two questions--for example, "Men are better in math and enjoy it more than do women." The problem here is that you never know which question (better or enjoy) the response applies to.

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[1] Suinn, R.S. Mathematics Anxiety Reduction Scale (MARS) published by the Rocky Mountain Behavioral Science Institute, Inc., P.O. Box 1066, Fort Collins, CO 80522

Another tactic is to use open-ended questions, or simply to ask students to write down their comments about the program or about some aspect of it. This option is particularly tempting because it is so easy to formulate. Indeed, open-ended questions, as compared with true-false, multiple-choice, or any other close-ended format, can give you information you never anticipated. Let's examine the two basically different ways of asking what participants liked best about the program. The open-ended version could ask, "What did you like about the program?" or, better yet, "What did you like best about the program?" An even better version might be, "Write down the three things you liked best about the program." A multiple-choice version of the same question could be "Place a check next to the one [two, or three] things you liked best about the program: _____written exercises: _____the group leader; _____the college students; _____getting released from classes..." and so on.

In the open-ended version, students may write in "being able to smoke," which you might want to interpret as an expression of appreciation for being treated like an adult. If the multiple-choice format doesn't include this as a possible choice, you won't pick up this bit of information. But then again you may not be interested in it. You might be interested only in their comparitive rating of the predetermined options. A familiar compromise is to include as a choice, "other; specify:_____".

In general, responses to open-ended questions, no matter how specific, are often difficult to classify, tally, and interpret. For your purpose, use the close-ended question whenever appropriate. But also remember there is no right or wrong format—only formats which are more or less suited to gathering the type of information you are seeking. Let common-sense be your guide.

If you don't feel the need for written instruments, you can rely on informal observation and feedback. As you will note from the Coordinator's Guide in Chapter IV, much of your time (if everything goes smoothly) will be spent observing the Workshop proceedings and chatting informally with students, guests, and group leaders. They are bound to tell you noteworthy things and undoubtedly you will see things that you will want to remember. Take time to jot down these observations and anecdotes as soon as possible--no later than the end of the day--so they don't vanish. (We all can recall instances of something we were certain we'd never forget only to find that it had rapidly disappeared from memory.) Keep your notes and any unsolicited feedback you receive. You'll need it all next time.

Of course, observation and feedback can be handled more formally. You can start out with a list of questions that you wish to discuss with the group leaders at the end of each day. You can write and ask the adult guests for their impressions (it will help them if you prepare a list of topics you're interested in) and to solicit their advice and comments. People of different training and background bring different perspectives to the same event; take advantage of this wealth of resource.

Should you want to consult books on evaluation and research design, one you might find especially helpful is the Handbook on Formative and Summative Evaluation of Student Learning, by B.S. Bloom, J.T. Hastings, and G.F. Madaus (New York: McGraw-Hill, 1971). Another book you might find interesting, particularly if you have had some training in research and evaluation methodology, is the Handbook on Vocational Education Evaluation, edited by IRDOE staff

members T. Abramson, C.K. Tittle, and L. Cohen (Beverly Hills, CA: Sage Publications, 1979).

Should You Go It Alone? Good question. If you feel comfortable about doing so, the answer is yes--but you might seriously consider seeking advice from others at the three key points in the process: in determining indicators of success in which you and your administration can have faith; in developing items and question around these indicators; and in interpreting and communicating your findings locally or to the larger community.

If you decide you need more systematic help, good evaluators are always available--some as paid consultants, others glad to act in an advisory manner. Again, start at your campus. The best single way to find out how an evaluator works and if she is right for you, is to read one of her evaluation reports. Ask for a copy of a report evaluating a program similar to yours: Can you understand it? Is it helpful in alerting you to program weakness? Strengths? Does it provide information planners could use to modify the program design? Are the findings convincing? If your answer is yes to all these questions, this person is probably right for you. If not, start looking again by asking friends and colleagues for references. Remember, what is most important is an evaluator's ability to communicate effectively with you and with your audience, not the learnedness of her technical reports.

APPENDIX A

GROUP LEADER'S SCRIPT

IT'S MY LIFE!

DAY ONE

"Me, Myself, and I"

8:45 - 9:00 a.m. (15 minutes)
REGISTRATION

- Students begin to arrive at 8:45 a.m. or earlier, and WORKSHOP STAFF directs them to the general assembly area where refreshments are available.

- As students enter the reception area, each receives a #2 pencil and a looseleaf notebook, with her name on the cover, filled with materials she will use during the day.

- Students are directed to hang up their coats, sign the register, get some refreshments, find a seat, pin on their name tags, and read the Letter of Welcome [which may direct them to complete a Participant's Questionnaire for program evaluation purposes].

9:00 - 9:15 a.m. (15 minutes)
WELCOME

- The COORDINATOR welcomes participants, delivers the Workshop's keynote address, and introduces the MODERATOR who will serve as mistress of ceremonies for the four days.

◪ GROUP LEADERS arrive no later than 8:30 a.m. Find and pin on your name tag and check with the COORDINATOR for last-minute instructions, a copy of the day's agenda (with your room number assignment), and a list of the students assigned to your group.

◪ It may be necessary for you to assist the COORDINATOR and WORKSHOP STAFF in welcoming students, seeing that they receive their notebooks, etc. Since participants will be particularly shy and hesitant this first morning, your most important job will be to help put them at ease. Circulate among them, talk to them, make sure everyone gets some refreshments; suggest that they begin reviewing the materials in their notebooks. (Having something to do will also calm them.)

◪ GROUP LEADERS seat themselves among the students for the Welcome.

Non-segregated seating, which will be observed for all assembly periods, is one of the ways to communicate to students that here, unlike high school, there is no division between "us" and "them" — that students are recognized as fully participating adults.

9:15 - 9:30 a.m. (15 minutes)
WORKSHOP INTRODUCTION

- MODERATOR explains the program's structure and format and introduces the GROUP LEADERS who are seated in the audience. At the completion of her presentation, MODERATOR directs participants to the small-group rooms.

9:30 - 9:40 a.m. (10 minutes)
MOVEMENT

All STUDENTS and GROUP LEADERS move to the small-group meetings rooms, leaving coats and other belongings in the cloakroom with a STAFF member assigned to watch them and to register late arrivals and direct them to their rooms.

9:40 - 12:00 noon (140 minutes)
SESSION #1: FEELING GOOD

■ The intent of this session is three-fold:

- to stimulate group cohesiveness and mutual support;
- to promote each participant's positive self-image through the realization that she already has a record of positive accomplishment; and
- to help each student identify certain personal values, interests, and skills that together produce "a good feeling" about herself, and see how they can be translated into educational and work choices that call similar attributes into play.

◩ When your name is called, stand up so that students can see who you are.

▲ Your small-group room has been set up with a large table and chairs. Sheets of newsprint are taped to the walls (one for each student in your group). In the room you will find a box containing the materials you will need for all of today's sessions.

◩ Before beginning, quickly double-check that the box contains what you need for this session, namely:

- a Magic Marker
- extra sheets of newsprint
- masking tape, tacks, or staplegun to attach more newsprint to walls if necessary
- copies of the worksheet: Feeling Good About Myself (one for each student and yourself and a few extra)

- Greet students casually as they enter the room, and when all, or nearly all, have arrived, introduce yourself. It is important to handle these first few minutes in as easy and as informal a manner as possible.

Explain briefly why, for most of the Workshop, the students will be meeting in the same small groups, and describe your role. The general point to be made is that this arrangement offers greater opportunity for all of you to get to know each other, and that most people feel more comfortable expressing themselves in small groups.

You may say ....>

◩ This is also the time to set the adult and informal tone that will prevail throughout the Workshop by informing students that it is unnecessary to raise their hands and be called on by the Group Leader before speaking. They are free to go to the restroom without having to ask permission, and to smoke (if indeed smoking is allowed in the room your group is using and if other students don't object).

"One of the reasons we are meeting in small groups is to give us time to get to know one another. We're all individuals, with different interests and abilities and values, and most of us are likely to feel more comfortable talking in front of just a few people. We also limited the size of this group because we want to be sure that each one of us gets our fair share of time, because that's how we will get the most out of this program.

"My job is to lead our group to make the most of everyone's time and to answer—or get the answers to—any questions you may have."

- Explain your current (non-Workshop) job, referring the students to your autobiography in their notebooks, as well as those of the other Group Leaders. You may say.........>

"My name is______________, and I work at ______________Community College. The other group leaders and I have written short autobiographies. Mine is on colored paper in your notebook; the other group leaders' autobiographies are on white paper. When you have a chance later, read these -- they tell more about our backgrounds, what we studied in college, and what we do on our jobs. But let's get back to you..."

- Going around the table, ask each student to give her name, her high school, and brief statement of what career she thinks she might want when she finishes college.

◪ Take mental notes as each student introduces herself, so that you can begin calling participants by their first names as soon as possible. Also try to remember their career choices.

- Reflecting the Moderator's opening remarks, summarize the general purpose of the program and the specific purpose of this first session. You may say.................>

"The purpose of this program is to help us think about ourselves, about what is important to us so that we can make good choices in life. Through the Workshop we hope you will learn some new ways to understand yourselves.

" One way to begin is to think about experiences in our lives that have made us feel good. Things that make us feel good can tell us a lot about what we are really like -- and that's what we are trying to do today. The better we understand ourselves -- what we like, what's important to us, what we do well -- the better we will be able to choose a career that will be right for us."

- Describe something you have done that made you feel good. Use the example given at the right or any personal accomplishment that made you feel good and from which you can point to the values, skills, interests it reveals. You may say...>

"So let me start by telling you about something that made me feel good.

"When I was five or six years old, I got a pair of roller skates, and learning to skate made me feel terrific. It wasn't just learning how to skate that made me feel great though, it was something else. My mother allowed me to play outside, but I had to stay on the block -- I couldn't go further than the corner. Once I learned how to skate I could travel all around the block -- after all, even my mother had to admit it was pretty dull skating back and forth just to the corner. I really loved this new sense of freedom and of being on my own. At five years of age, being able to go around the block brought a whole new sense of freedom, adventure, and independence. What was really great about it was being in new places, seeing things, and feeling responsible for yourself..."

- Now ask students to think of anything that they experienced -- some high experience -- something that they did that made them feel good. As one or two participants respond, distribute the Feeling Good About Myself worksheets and read through the instructions on the top of the sheet with your group.

This exercise should break the ice effectively and establish the beginnings of group cohesiveness. It must focus exclusively on the positive aspects of students' experiences. For many participants it may be their first introduction to viewing their lives in terms of success.

- Ask participants to work on the exercise — to list four things they have done or experienced in their lives that made them feel good about themselves — you may say.......>

"Go back to your childhood if you like. Include any activity that made you feel really good about yourself — learning to ride a bike, cooking a meal, speaking in front of a group....Try to go back as far as you can. List one or two things that happened within the past year or so if they were important, but also try to recall things that happened when you were younger."

- Now circulate as students work, talking to individual students. If some students finish quickly, say to them: "On the worksheet next to each of the events you have listed, jot down some of the reasons you can figure out that account for why it made you feel good about yourself."

◩ If students have difficulty thinking of things that made them feel good, give them some hints, some additional suggestions, in the form of leading questions.

- As the group completes the exercise, ask for a volunteer and have her read one item from her list of four — the one that was most important or most pleasurable.

Ask her to talk a little about why the experience made her feel good and while she talks, move to a sheet of newsprint. On the top of the sheet write the student's first name and summarize what she says by writing down key words ▲ (rather than full thoughts or sentences) that illustrate or represent major themes that run through her story.

▲ SOME EXAMPLES OF KEY WORDS

Creative
Artistic
Supervise
Independence
Persistence
Leadership
Ambition
Helping/Caring
Sensitivity
Enthusiasm
Determination

Organize
Teamwork
Friendship
Imagination
Decisiveness
Obedience
Self-starting
Cooperative
Scholarly
Inventive
Funny

It is your goal to elicit from the reported experiences a number of skills, values, and interests that have made the student feel good about herself and, in doing so, to pave the way for the afternoon session which will take up these three considerations in succession.

Try to evoke a group spirit, getting as many students as possible to talk and to understand that people feel good when they're using their strengths, improving them, and acquiring new ones.

- When the first student is done, encourage her and the group to react to what you have written on the newsprint, again stressing positive characteristics. You may say something like...>

- Ask other participants if they see something in the student's story that you left out, and add everything anyone contributes to the newsprint (again converting negatives to positives as necessary.)

- Repeat this process with each student in the group, limiting discussion to about five minutes per student. To the extent possible in this brief period, encourage the whole group to contribute to the discussion.

◩ Stress the warm participatory qualities of the exercise and be prepared to work hard and creatively to extrapolate positive characteristics and strengths even from negative or unfortunate experiences students may relate.

◩ Since you will have, on the average, some 12-15 students in your group, it may not be possible to do this exercise with each participant in the depth it deserves. It is essential, however, that each student gets a turn to tell at least one episode and to have something written on her newsprint sheet.

By the time you have completed work with each student, her sheet should be nearly full of words and phrases that accentuate her positive attributes. Absolute accuracy is less important than that the list is as complete and as individualized as possible.

> "____________felt good when she learned how to read (she acquired to a new skill), when she helped someone else learn how to read (she values helping others), when she first earned money of her own as a tutor (being financially independent is another value), and when she found out that she was interested in teaching younger children..."

- Now summarize by pointing out that although the events and reasons mentioned by participants differed and each account is unique, there is a commonality to their responses. You may say...>

- Wind up the session by asking participants to help you take down the newsprint (they like doing this) and giving each student her sheet to fold and put in her notebook. Emphasize again that each has already accomplished a great deal in her life and that each has a unique set of skills, values, and interests that when combined produce a good feeling.

12:00 - 12:10 p.m. (10 minutes)
MOVEMENT

- Escort your group to lunch at the appointed place (see your Agenda for the room number).

12:10 - 1:00 p.m. (50 minutes)
LUNCH

- As lunch ends, MODERATOR announces that groups should return to the small rooms where they met in the morning, and explains that at the end of the day students can collect their belongings, meet their friends, and leave their

> "Things that made us feel good about ourselves have to do with using the qualities and abilities we have and learning new ones. [Cite examples of specific skills and values from students' sheets.]
>
> We have made a start in learning about ourselves. Learning is a continuous process because as we learn we change, and as we change we need to understand ourselves anew. This afternoon we will spend some time on gathering more precise information about values, skills, and interests . . ."

◩ Before leaving the room, check to see that your Box contains the following materials you will need during the afternoon:

- copies of the What Are My Skills? worksheet (one for each student)
- copies of the What Do I Value? worksheet (one for each student)

If something is missing, tell the Coordinator at lunch and she will have a Staff member supply what you need.

◩ Use lunchtimes to get to know your group more informally and develop rapport with them. Sit with some of the participants and follow up on the morning's conversation. You may have to start the discussion. Share some information about yourself, your job, and/or the college; ask questions.

notebooks in the general assembly room so that Day Two materials can be added.

1:00 - 1:10 p.m. (10 minutes)
MOVEMENT

- Return with your group of students to your appointed room for the afternoon sessions on skills, values, and interests, which will run for a total of approximately three hours.

1:10 - 2:10 p.m. (60 minutes)
SESSION #2: WHAT ARE MY SKILLS?

■ The intent of this session is:

- to acquaint students with a broad definition of "skills" that includes all kinds of abilities they may have thought too ordinary to qualify — e.g., being a good listener, tactfulness
- to have each student gauge her own level of skill development
- to impart for future reference the idea that most skills are learned and that new skills can be learned or old ones improved at any time

- Referring to the morning's "Feeling Good" session, repeat the goal of Day One — which is to bring students into greater awareness of themselves and their particular qualities--and explain that this afternoon each student will explore her skills, values, and interests as different ways of seeing herself in relation to the world.

◩ Before lunch ends, you may want to check your Script to review the flow of activities for the afternoon sessions.

◩ Begin the session on time whether or not all group members have arrived. This will convey to participants that as adults they are responsible for showing up on time. The Coordinator and Workshop Staff members will find and direct the laggards.

- To begin, speak specifically about skills in your own words, or you may follow the script in the right margin. Point out that:
    - most skills are learned
    - everyone has skills
    - old skills can be improved and new skills learned, and
    - it is possible to rate ourselves on our proficiency in various skills.

You may say...>

"Skills are abilities or proficiencies that are gained by experience or training. Although we are born with some skills, most are learned and can be improved over time.

"Every person has skills or talents. Some people are better at some things than others (and always may be) but *everyone* has skills of her own and can improve them...and everyone can learn new skills.

"Therefore, there are two ways to think about skills—we can look at skills we possess now: now I'm a skilled babysitter. Or, we can look at skills we want to acquire in the future, such as, I would really like to be able to get up and speak in front of a group.

"How can we tell what our skills are? Well, one way is to take a test. A math test, for example, tells how good your math skills are. Another way is to *rate* yourself. That is what we're going to do now. We believe that most people really know how good they are at something, so self-rating can be a pretty good way to find out about yourself. Let's start by looking at a list of skills."

- Now distribute the What Are My Skills?/How I use My Skills Every Day worksheets, which you tell the students will not be collected. You may say.......................>

- As participants go through the items on the skills list, move around the table, interrupting the procedure when it seems indicated to explain some of the skills in further detail, or to ask a student or two to explain specific skills in her own words.

- When you see that most students have completed the exercise, you may say to the group........................>

- Ask if anyone would tell about some skill she's improved on in the past three or four years. Encourage more than one student to respond.

"Here is a list of selected skills. Lots of people have made up lists of all possible skills, but this is a list made up especially for this program. What we're going to do first is to look over the list quickly.

"Notice that along side each skill is a rating scale. You are going to rate how good you are on each skill. This paper will not be collected, so when you rate yourself, try to be as honest as possible. Remember you are to rate yourself 'Very well,' 'Somewhat well,' or 'Not very well' for each skill based on how you think you are right now."

◩ While it is important for each student to go through the entire list of skills, the most important purpose of the exercise is to help students develop an awareness that in fact they have acquired and do possess useable, valuable skills, and that they are capable of rating themselves.

"Tonight, after the Workshop, think about how you would have rated yourself on this list when you first started high school. In some cases where you now feel you are very skillful, you probably were less skillful then. Even where you feel you are not skillful now, probably you were even less so when you started high school."

◩ By this time you will have been able to identify the group's natural leaders; use them to help you.

- Now ask your group to turn to the last page (second part) of the Skills worksheet, which is designed to lead students to think about how they use various skills in daily life. You may say.................................>

"Let's look at computational skills, for instance — that is, skill with numbers. We use this skill in many different ways in our daily life. Obviously, we use it in school, but we also use it at work, at home, and in social situations with friends. Can anyone tell us how she uses computational skill in her job or in a social situation?"

You may prime the pump by mentioning such everyday matters as figuring out babysitting earnings that entail different rates depending on the total amount of time, the time of day, number of children, etc.; or dividing up a lunch check; or some other example that occurs to you.

- Then ask participants to pick their four best skills from the ratings they just completed -- four they do very well -- and to write each skill in one of the boxes across the top of the worksheet headed MY BEST SKILL. Next tell them to think about and write down how they use that skill in school, at home, at work, alone, and with friends or relatives.

- When most of your group has completed their sheets as best they can, ask as many students as possible in the time permitted to read one of their vertical columns. Ideally each student should have a chance to do so.

- If there is time, ask for reactions to the exercise. Have they ever rated (evaluated, assessed) their skills before? Did anything they wrote surprise them? Did they learn something new about themselves?

- About 2:00, summarize the session's main points. You may say...>

"We learned that:

- We can assess our own level of skills
- New skills can be learned
- We can, if we want, plan to develop new skills
- We can improve the skills we already have
- We can use our skills in many aspects of daily life

"Part of the satisfaction we get from daily experiences.-- part of the good feeling -- comes from being able to use our skills. Some of the frustrations and unhappiness in daily life comes from not being able to use our skills. We all feel bad when we know we could have done something and didn't, or didn't do it well."

- Make the transition to the next session by telling your group that having investigated skills, they will now proceed to examine values. Remind students that their papers will not be collected and that they may keep them if they like.

2:10 - 3:10 p.m. (60 minutes)

SESSION #3: WHAT DO I VALUE?

■ The intent of this session is:

- to increase student awareness that each one has a set of *values* -- of attitudes and feelings -- that colors the choices she makes
- to guide each student toward realizing how important it is to weigh her values in choosing what she will study and what career she will pursue
- to encourage each student to feel confident in the worth of her own values, and in the futility of attempting to warp them to someone else's norms.

● Introduce the session on values by explaining that the values we hold -- beliefs, feelings, attitudes -- influence everything we do in life, including what we study in college and our choice of career, and that it is important for each person to recognize her own particular values and to reckon how she may fulfill her most important ones.

You may say.......................................>

"Now we are going to talk about something we referred to earlier today — values.

"Values are something — a feeling or belief — that a person cherishes ... prizes ... holds important. Although values are hard to define, people express their values in the things they do and like, and in the things they don't do and dislike.

"In some ways values are like skills. We can learn values, but we probably learn them when we are very young, and as we become older and more experienced we learn to *clarify* our values — that is, we learn to understand our values and therefore, ourselves better.

"It is very important to understand our values, because they really influence what we do. If we don't understand our values, we don't really understand why we do what we do, or why we make certain decisions.

"Values are like skills in another way. Each person has her own set of values. Probably many of the friends you like being with share many of your values. Yet you may also enjoy talking to and doing things with others who *don't* value the same things you do because you enjoy that difference. Some people, for instance, are highly sociable. They greatly enjoy conversation and being with others. So sociability is a value for them, and right for them. On the other hand, some people value being alone, and need company only in small doses — so that's right for *them*. It is the right of every person to have her own values; and we should respect this right.

"Values are like skills in still another way. We can rate our own values, but it is a little harder to do than rating our skills. We have a tendency to rate *all* of our values as equally important. While many values can be important to us, we have to learn to look at them honestly, to understand which ones are more important to us and which less important, and not to be afraid that other people won't like our values."

- Distribute the What Do I Value worksheets while explaining that this list of values was especially prepared for the Workshop. Ask students to read through the list carefully but fairly quickly.

- Ask if there are any items on the list that they don't understand. After you have cleared up any misunderstandings, you may say.......................................>

"Go through the list and, next to each value, rate how important or unimportant it is to you. Remember to fight the temptation to rate all the values as important. Consider each one carefully and honestly. We will not collect this worksheet either, so it is just you talking to yourself."

- As students work on the exercise, move around the table. If important questions arise, take them up with the whole group. When almost everyone has finished the task, ask for volunteers to read aloud some of the values they checked as important and some they checked as unimportant. Try to tie their responses back to what they said during the "Feeling Good". After a brief discussion, ask the group to turn to the last page of the Values exercise; which (like the Skills exercise) is designed to lead each student to think about how her values are played out in her day-to-day life. You may say...>

"As we did with our skills, let's try to figure out how our values show up in the different areas or situations in our daily life.

"From the values you rated as important, pick four that are most important to you. Enter one of them in each of the boxes on the top of this chart. Then think about and write down how you satisfy - realize - each of those values in these different situations."

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- Start this exercise off by giving examples of how you integrate two important values in your own life. You might say something like.................................>

"I'll start by telling about two of my own important values. I value friendship very much. I can realize this value in social situations by doing things with my friends. But I also use my job as a way of realizing this value. I make friends with people at the college.

"Another thing I value is solitude -- being by myself. My work gives me little chance to be alone, and I am also going to school. So I use a lot of my leisure time to be alone. I like to read, I sometimes go to a museum alone, and the one athletic thing I do — jogging — is really a solitary activity. So you see, two of my values — my need for friendship and my need for solitude — I am able to satisfy in different parts of my life."

- As the group works on this second part of the values exercise, walk around and offer help. When all, or nearly all have completed the task, call for volunteers to read one of their vertical columns (how they realize one major value in five areas of their life) OR one of the horizontal columns (how they realize four of the important values in one area — say, school — of their life). Again it is important that as many students as possible get a chance to talk about themselves.

About 3:00, summarize the session. You may say.......>

"We see that each of us can identify her own set of values, and each of us has a different set of important values.

"We realize our values in different ways. I realize my need for solitude in my hobbies and leisure time activities, but other people have jobs where they work alone and can fulfill their need for solitude that way.

"When we are students, school is an important place in which our values are satisfied. When we begin to work, a lot of our values must be met in our job if we are going to be fulfilled in our lives. You've all had instances when you were disappointed because of an unrealized value. Wanting to be loved is a good example. Most of us value being loved and when this value is not realized at a time when it's especially important, we are often very unhappy."

- Ask if anyone can offer a similar example, and after several students have responded, tell them that the group will now proceed to today's final session, on interests.

3:10 - 3:40 p.m. (30 minutes)

SESSION #4: WHAT ARE MY INTERESTS?

■ The intent of this short (half-hour) session is:

- to increase awareness that along with skills and values, interests play an important part in the way we lead our lives and what careers we pursue
- to make clear that interests cover what we like to do, our tastes, and our enthusiams -- and are different from skills (which have to do with talent or ability) or values (which have more of an ethical or temperamental connotation)
- to demonstrate, through the interest inventory results, that a wise choice of career -- one that will be truly rewarding -- should suit our demonstrated interests as well as our values and skills.

• In introducing your group to the final session of Day One, remind students that along with their invitation to the program each receive a copy of an interest inventory to fill out and return. Tell them that a computer was used to score each student's responses and produce a so-called profile (which each has in her notebook) that identifies patterns in her expressed likes and dislikes and compares them with those of people in different occupations. Tell them that today they will consider general types of interests and that later, on Day Three, they will consider these interests in connection with specific career fields. Explain that by analyzing our interests we gain yet another tool which, along with our skills and values, helps us gain a clearer understanding of ourselves and what we might find satisfy-

ing. Remind them that since work outside the home occupies such an increasingly important part of women's lives, it is essential to use all the tools at our command in making wise plans about careers. You may say...........>

> "All of this discussion about understanding ourselves — our present level of skill — the skills we might want to learn or get better at; our values and what is important to us — is leading up to finding out about careers that might be right for us.
>
> "Work is a very important part of our lives. Most women work for a good part of their lives, and if you spend 40 hours a week at work it comes to about 2,000 hours a year. In five years, this is 10,000 working hours. The only other thing we do in our lives that approaches this many hours each day, each week, and each year is sleep.
>
> "We can talk about jobs, occupations, careers in terms of what skills are required of the worker, and what values can be satisfied through the work experience. There is one other way of analyzing ourselves that also is helpful in thinking about careers. What are we interested in?"

- Have students find their personal interest inventory profiles in their notebooks and explain the purposes and the limitations of the inventory. Tell them that the pro-

The next three pages (19 through 21) of your Script are geared to student profiles derived from the Strong-Campbell Interest Inventory. If a different vocational interest instrument is used, these pages will need to be modified to correspond to the type of profile it generates.

file provides another guide to choice of career, based on what the student has expressed a liking for, but that it says nothing about the skill or intelligence required for a particular occupation. You may say.................>

"Interest inventories ask whether you like or dislike a wide range of activities, occupations, hobbies, amusements, school subjects, and types of people. The inventory identifies patterns in your likes and dislikes and shows how your patterns compare to those of people working in different occupations.

"This was not a test. There were no right or wrong answers.

"The sheet you are looking at is called a 'profile.' A computer has scored and entered your responses. The profile does not tell you what to be or do; it does not say if you become this or that that you will be happy or successful. It only compares what you said you liked with what people in different occupations said they liked.

"For example: the results may say that you appear to like many things a chemist likes — you like similar hobbies, school subjects, and activities related to being a chemist. The results to not tell you anything about your intelligence, or your skills, or whether you have a head for chemistry.

"The results do help us better understand ourselves and the world of work by indicating what interests we have and how our interests compare with those of people who are working in different fields and by suggesting new careers we may be interested in but have never thought of or heard of before."

- Now, direct the group's attention to the "Basic Interest Scales" on the profile and explain the scoring. Tell them that on Day Three of the Workshop you will be discussing in greater detail the specific careers suggested by their inventories. You may say..................................>

> "Today we'll only be dealing with some of the information on your profiles. We'll discuss the rest of the information on Day Three, so keep this form in your notebook.
>
> "First, look at the 'Basic Interest Scales' on the left-hand side of the profile. Each of you has a score next to each category. On the average, people score about 50 on each of these items. A score lower than 50 indicates a dislike of certain aspects of jobs within that particular occupational category. A score of 60 and above is considered 'high,' which means that you might have strong interest in careers in that occupational area."

- Have students circle each career area in which they scored 50 or higher. However, since students with a wide range of interests may score below 50 in all categories, have them circle the two or three areas in which they scored the highest, regardless of their actual scores. You may say..>

> "Take a look down the columns headed 'high' and 'very high' and circle all of those occupational areas in which your score is 50 or above.
>
> "Just as it is hard to decide which of your values are more important than others, it is sometimes difficult to assign relative weights to your interests. Many people who have a lot of interests will have a lot of low or average scores because no one interest stands out. If that's true of your results, then circle the two or three areas in which you scored the highest, regardless of the actual score."

- While students work, remind them again that their score will be higher if the things they said they liked and disliked are similar to the things people working in that field say they like and dislike. Give a few concrete examples. You may say..................................>

> "For example, if you circled 'Art,' what does that mean? It means that your likes and dislikes are similar to the likes and dislikes of people working in the art field."

gather your information from and when you will collect it. Your next decision is what tools to use. We used several common evaluation tools: questionnaires we designed ourselves, formal and informal observation, and formal and informal feedback. You may want to use others.

The program does specify the use of one standardized form, an interest inventory, but its purpose is to acquaint students with this type of career planning tool—not to assess change or program impact. You might, however, want to use standarized tests for certain purposes; the MARS: Mathematics Anxiety Rating Scale,[1] for example, as a means of measuring changes in level of student math anxiety as a result of your program. We did not use this instrument because we were more interested in student attitudes toward the doing of mathematics and in sex-stereotypes than in the degree of math anxiety among participants. Explore different types of standardized instruments to see if you can find the most appropriate measure for what you are trying to accomplish. As contrasted with home-grown ones, these questionnaires have the advantage of norms to compare your results with and manuals to help you interpret your findings. Most will have to be purchased, and many require elaborate scoring schemes and statistical analyses. Some in fact, have to be scored by the publisher. The critical disadvantage, is that they are rarely program-specific and almost never provide data useful for determining what or how to revise your program. In general, it's probably better to leave these instruments for experts or to use them only when you are trying to compare similar programs.

Your other option is to develop your own instruments. And we strongly urge you to do so, designing them around those indicators of success or progress that you, your staff, and your administration will find convincing. To keep scoring easy, start with a series of statements or questions to which the student can respond with a yes or no, true or false, or agree or disagree. For our Opinion Survey (on math), we developed items in two ways. First, using all the Math Myths (see Appendix B), we thought about sex-stereotypes surrounding math and formulated a series of stereotyped statements: "Men are better in math than women", "Math is more important for men than women", "Only a few select jobs require math", and so on. We then phrased all statements so that one response format could be used--so it made sense to ask the student whether she agreed or disagreed with the statement, and how strongly.

In writing items of this type, it is easy to make two common mistakes. The first is to write all statements so that the socially desired answer is always at the same end of the rating scale. This mistake is relatively easy to avoid. As an illustration: if, for most of your items, "strongly disagree" is the desired response, a statement like "Men are better in math than are women" can be changed to "There is no difference in how well men and women do math." Varying the direction of the respondent's "set" forces her to consider each item more carefully. The other common mistake is to write a statement containing two questions--for example, "Men are better in math and enjoy it more than do women." The problem here is that you never know which question (better or enjoy) the response applies to.

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[1] Suinn, R.S. Mathematics Anxiety Reduction Scale (MARS) published by the Rocky Mountain Behavioral Science Institute, Inc., P.O. Box 1066, Fort Collins, CO 80522

Another tactic is to use open-ended questions, or simply to ask students to write down their comments about the program or about some aspect of it. This option is particularly tempting because it is so easy to formulate. Indeed, open-ended questions, as compared with true-false, multiple-choice, or any other close-ended format, can give you information you never anticipated. Let's examine the two basically different ways of asking what participants liked best about the program. The open-ended version could ask, "What did you like about the program?" or, better yet, "What did you like best about the program?" An even better version might be, "Write down the three things you liked best about the program." A multiple-choice version of the same question could be "Place a check next to the one [two, or three] things you liked best about the program: _____written exercises: _____the group leader; _____the college students; _____getting released from classes..." and so on.

In the open-ended version, students may write in "being able to smoke," which you might want to interpret as an expression of appreciation for being treated like an adult. If the multiple-choice format doesn't include this as a possible choice, you won't pick up this bit of information. But then again you may not be interested in it. You might be interested only in their comparitive rating of the predetermined options. A familiar compromise is to include as a choice, "other; specify:_____".

In general, responses to open-ended questions, no matter how specific, are often difficult to classify, tally, and interpret. For your purpose, use the close-ended question whenever appropriate. But also remember there is no right or wrong format—only formats which are more or less suited to gathering the type of information you are seeking. Let common-sense be your guide.

If you don't feel the need for written instruments, you can rely on informal observation and feedback. As you will note from the Coordinator's Guide in Chapter IV, much of your time (if everything goes smoothly) will be spent observing the Workshop proceedings and chatting informally with students, guests, and group leaders. They are bound to tell you noteworthy things and undoubtedly you will see things that you will want to remember. Take time to jot down these observations and anecdotes as soon as possible--no later than the end of the day--so they don't vanish. (We all can recall instances of something we were certain we'd never forget only to find that it had rapidly disappeared from memory.) Keep your notes and any unsolicited feedback you receive. You'll need it all next time.

Of course, observation and feedback can be handled more formally. You can start out with a list of questions that you wish to discuss with the group leaders at the end of each day. You can write and ask the adult guests for their impressions (it will help them if you prepare a list of topics you're interested in) and to solicit their advice and comments. People of different training and background bring different perspectives to the same event; take advantage of this wealth of resource.

Should you want to consult books on evaluation and research design, one you might find especially helpful is the Handbook on Formative and Summative Evaluation of Student Learning, by B.S. Bloom, J.T. Hastings, and G.F. Madaus (New York: McGraw-Hill, 1971). Another book you might find interesting, particularly if you have had some training in research and evaluation methodology, is the Handbook on Vocational Education Evaluation, edited by IRDOE staff

members T. Abramson, C.K. Tittle, and L. Cohen (Beverly Hills, CA: Sage Publications, 1979).

Should You Go It Alone? Good question. If you feel comfortable about doing so, the answer is yes--but you might seriously consider seeking advice from others at the three key points in the process: in determining indicators of success in which you and your administration can have faith; in developing items and question around these indicators; and in interpreting and communicating your findings locally or to the larger community.

If you decide you need more systematic help, good evaluators are always available--some as paid consultants, others glad to act in an advisory manner. Again, start at your campus. The best single way to find out how an evaluator works and if she is right for you, is to read one of her evaluation reports. Ask for a copy of a report evaluating a program similar to yours: Can you understand it? Is it helpful in alerting you to program weakness? Strengths? Does it provide information planners could use to modify the program design? Are the findings convincing? If your answer is yes to all these questions, this person is probably right for you. If not, start looking again by asking friends and colleagues for references. Remember, what is most important is an evaluator's ability to communicate effectively with you and with your audience, not the learnedness of her technical reports.

APPENDIX A

GROUP LEADER'S SCRIPT

IT'S MY LIFE!

DAY ONE

"Me, Myself, and I"

8:45 - 9:00 a.m. (15 minutes)
REGISTRATION

- Students begin to arrive at 8:45 a.m. or earlier, and WORKSHOP STAFF directs them to the general assembly area where refreshments are available.

- As students enter the reception area, each receives a #2 pencil and a looseleaf notebook, with her name on the cover, filled with materials she will use during the day.

- Students are directed to hang up their coats, sign the register, get some refreshments, find a seat, pin on their name tags, and read the Letter of Welcome [which may direct them to complete a Participant's Questionnaire for program evaluation purposes].

9:00 - 9:15 a.m. (15 minutes)
WELCOME

- The COORDINATOR welcomes participants, delivers the Workshop's keynote address, and introduces the MODERATOR who will serve as mistress of ceremonies for the four days.

◪ GROUP LEADERS arrive no later than 8:30 a.m. Find and pin on your name tag and check with the COORDINATOR for last-minute instructions, a copy of the day's agenda (with your room number assignment), and a list of the students assigned to your group.

◪ It may be necessary for you to assist the COORDINATOR and WORKSHOP STAFF in welcoming students, seeing that they receive their notebooks, etc. Since participants will be particularly shy and hesitant this first morning, your most important job will be to help put them at ease. Circulate among them, talk to them, make sure everyone gets some refreshments; suggest that they begin reviewing the materials in their notebooks. (Having something to do will also calm them.)

◪ GROUP LEADERS seat themselves among the students for the Welcome.

Non-segregated seating, which will be observed for all assembly periods, is one of the ways to communicate to students that here, unlike high school, there is no division between "us" and "them" — that students are recognized as fully participating adults.

9:15 - 9:30 a.m. (15 minutes)
WORKSHOP INTRODUCTION

- MODERATOR explains the program's structure and format and introduces the GROUP LEADERS who are seated in the audience. At the completion of her presentation, MODERATOR directs participants to the small-group rooms.

9:30 - 9:40 a.m. (10 minutes)
MOVEMENT

All STUDENTS and GROUP LEADERS move to the small-group meetings rooms, leaving coats and other belongings in the cloakroom with a STAFF member assigned to watch them and to register late arrivals and direct them to their rooms.

9:40 - 12:00 noon (140 minutes)
SESSION #1: FEELING GOOD

■ The intent of this session is three-fold:
- to stimulate group cohesiveness and mutual support;
- to promote each participant's positive self-image through the realization that she already has a record of positive accomplishment; and
- to help each student identify certain personal values, interests, and skills that together produce "a good feeling" about herself, and see how they can be translated into educational and work choices that call similar attributes into play.

◪ When your name is called, stand up so that students can see who you are.

▲ Your small-group room has been set up with a large table and chairs. Sheets of newsprint are taped to the walls (one for each student in your group). In the room you will find a box containing the materials you will need for all of today's sessions.

◪ Before beginning, quickly double-check that the box contains what you need for this session, namely:
- a Magic Marker
- extra sheets of newsprint
- masking tape, tacks, or staplegun to attach more newsprint to walls if necessary
- copies of the worksheet: Feeling Good About Myself (one for each student and yourself and a few extra)

- Greet students casually as they enter the room, and when all, or nearly all, have arrived, introduce yourself. It is important to handle these first few minutes in as easy and as informal a manner as possible.

Explain briefly why, for most of the Workshop, the students will be meeting in the same small groups, and describe your role. The general point to be made is that this arrangement offers greater opportunity for all of you to get to know each other, and that most people feel more comfortable expressing themselves in small groups.

You may say ....>

◪ This is also the time to set the adult and informal tone that will prevail throughout the Workshop by informing students that it is unnecessary to raise their hands and be called on by the Group Leader before speaking. They are free to go to the restroom without having to ask permission, and to smoke (if indeed smoking is allowed in the room your group is using and if other students don't object).

> "One of the reasons we are meeting in small groups is to give us time to get to know one another. We're all individuals, with different interests and abilities and values, and most of us are likely to feel more comfortable talking in front of just a few people. We also limited the size of this group because we want to be sure that each one of us gets our fair share of time, because that's how we will get the most out of this program.
>
> "My job is to lead our group to make the most of everyone's time and to answer—or get the answers to—any questions you may have."

- Explain your current (non-Workshop) job, referring the students to your autobiography in their notebooks, as well as those of the other Group Leaders. You may say.........>

- Going around the table, ask each student to give her name, her high school, and brief statement of what career she thinks she might want when she finishes college.

- Reflecting the Moderator's opening remarks, summarize the general purpose of the program and the specific purpose of this first session. You may say.................>

> "My name is______________, and I work at ______________Community College. The other group leaders and I have written short autobiographies. Mine is on colored paper in your notebook; the other group leaders' autobiographies are on white paper. When you have a chance later, read these -- they tell more about our backgrounds, what we studied in college, and what we do on our jobs. But let's get back to you..."

◪ Take mental notes as each student introduces herself, so that you can begin calling participants by their first names as soon as possible. Also try to remember their career choices.

> "The purpose of this program is to help us think about ourselves, about what is important to us so that we can make good choices in life. Through the Workshop we hope you will learn some new ways to understand yourselves.
>
> "One way to begin is to think about experiences in our lives that have made us feel good. Things that make us feel good can tell us a lot about what we are really like -- and that's what we are trying to do today. The better we understand ourselves -- what we like, what's important to us, what we do well -- the better we will be able to choose a career that will be right for us."

- Describe something you have done that made you feel good. Use the example given at the right or any personal accomplishment that made you feel good and from which you can point to the values, skills, interests it reveals. You may say...>

"So let me start by telling you about something that made me feel good.

"When I was five or six years old, I got a pair of roller skates, and learning to skate made me feel terrific. It wasn't just learning how to skate that made me feel great though, it was something else. My mother allowed me to play outside, but I had to stay on the block — I couldn't go further than the corner. Once I learned how to skate I could travel all around the block — after all, even my mother had to admit it was pretty dull skating back and forth just to the corner. I really loved this new sense of freedom and of being on my own. At five years of age, being able to go around the block brought a whole new sense of freedom, adventure, and independence. What was really great about it was being in new places, seeing things, and feeling responsible for yourself..."

- Now ask students to think of anything that they experienced -- some high experience -- something that they did that made them feel good. As one or two participants respond, distribute the Feeling Good About Myself worksheets and read through the instructions on the top of the sheet with your group.

◩ This exercise should break the ice effectively and establish the beginnings of group cohesiveness. It must focus exclusively on the positive aspects of students' experiences. For many participants it may be their first introduction to viewing their lives in terms of success.

- Ask participants to work on the exercise -- to list four things they have done or experienced in their lives that made them feel good about themselves -- you may say.......>

- Now circulate as students work, talking to individual students. If some students finish quickly, say to them: "On the worksheet next to each of the events you have listed, jot down some of the reasons you can figure out that account for why it made you feel good about yourself."

- As the group completes the exercise, ask for a volunteer and have her read one item from her list of four -- the one that was most important or most pleasurable.

Ask her to talk a little about why the experience made her feel good and while she talks, move to a sheet of newsprint. On the top of the sheet write the student's first name and summarize what she says by writing down key words ▲ (rather than full thoughts or sentences) that illustrate or represent major themes that run through her story.

> "Go back to your childhood if you like. Include any activity that made you feel really good about yourself — learning to ride a bike, cooking a meal, speaking in front of a group....Try to go back as far as you can. List one or two things that happened within the past year or so if they were important, but also try to recall things that happened when you were younger."

◪ If students have difficulty thinking of things that made them feel good, give them some hints, some additional suggestions, in the form of leading questions.

▲ SOME EXAMPLES OF KEY WORDS

Creative
Artistic
Supervise
Independence
Persistence
Leadership
Ambition
Helping/Caring
Sensitivity
Enthusiasm
Determination

Organize
Teamwork
Friendship
Imagination
Decisiveness
Obedience
Self-starting
Cooperative
Scholarly
Inventive
Funny

the student feel good about herself and, in doing so, to pave the way for the afternoon session which will take up these three considerations in succession.

Try to evoke a group spirit, getting as many students as possible to talk and to understand that people feel good when they're using their strengths, improving them, and acquiring new ones.

- When the first student is done, encourage her and the group to react to what you have written on the newsprint, again stressing positive characteristics. You may say something like..>

- Ask other participants if they see something in the student's story that you left out, and add everything anyone contributes to the newsprint (again converting negatives to positives as necessary.)

- Repeat this process with each student in the group, limiting discussion to about five minutes per student. To the extent possible in this brief period, encourage the whole group to contribute to the discussion.

even from negative

dents may relate.

◩ Since you will have, on the average, some 12-15 students in your group, it may not be possible to do this exercise with each participant in the depth it deserves. It is essential, however, that each student gets a turn to tell at least one episode and to have something written on her newsprint sheet.

By the time you have completed work with each student, her sheet should be nearly full of words and phrases that accentuate her positive attributes. Absolute accuracy is less important than that the list is as complete and as individualized as possible.

"____________felt good when she learned how to read (she acquired to a new skill), when she helped someone else learn how to read (she values helping others), when she first earned money of her own as a tutor (being financially independent is another value), and when she found out that she was interested in teaching younger children..."

- Now summarize by pointing out that although the events and reasons mentioned by participants differed and each account is unique, there is a commonality to their responses. You may say..>

- Wind up the session by asking participants to help you take down the newsprint (they like doing this) and giving each student her sheet to fold and put in her notebook. Emphasize again that each has already accomplished a great deal in her life and that each has a unique set of skills, values, and interests that when combined produce a good feeling.

12:00 - 12:10 p.m. (10 minutes)
MOVEMENT

- Escort your group to lunch at the appointed place (see your Agenda for the room number).

12:10 - 1:00 p.m. (50 minutes)
LUNCH

- As lunch ends, MODERATOR announces that groups should return to the small rooms where they met in the morning, and explains that at the end of the day students can collect their belongings, meet their friends, and leave their

"Things that made us feel good about ourselves have to do with using the qualities and abilities we have and learning new ones. [Cite examples of specific skills and values from students' sheets.]

We have made a start in learning about ourselves. Learning is a continuous process because as we learn we change, and as we change we need to understand ourselves anew. This afternoon we will spend some time on gathering more precise information about values, skills, and interests . . ."

◩ Before leaving the room, check to see that your Box contains the following materials you will need during the afternoon:

- copies of the What Are My Skills? worksheet (one for each student)
- copies of the What Do I Value? worksheet (one for each student)

If something is missing, tell the Coordinator at lunch and she will have a Staff member supply what you need.

◩ Use lunchtimes to get to know your group more informally and develop rapport with them. Sit with some of the participants and follow up on the morning's conversation. You may have to start the discussion. Share some information about yourself, your job, and/or the college; ask questions.

notebooks in the general assembly room so that Day Two materials can be added.

Before lunch ends, you may want to check your Script to review the flow of activities for the afternoon sessions.

1:00 - 1:10 p.m. (10 minutes)
MOVEMENT

- Return with your group of students to your appointed room for the afternoon sessions on skills, values, and interests, which will run for a total of approximately three hours.

1:10 - 2:10 p.m. (60 minutes)
SESSION #2: WHAT ARE MY SKILLS?

■ The intent of this session is:

- to acquaint students with a broad definition of "skills" that includes all kinds of abilities they may have thought too ordinary to qualify — e.g., being a good listener, tactfulness
- to have each student gauge her own level of skill development
- to impart for future reference the idea that most skills are learned and that new skills can be learned or old ones improved at any time

Begin the session on time whether or not all group members have arrived. This will convey to participants that as adults they are responsible for showing up on time. The Coordinator and Workshop Staff members will find and direct the laggards.

- Referring to the morning's "Feeling Good" session, repeat the goal of Day One — which is to bring students into greater awareness of themselves and their particular qualities—and explain that this afternoon each student will explore her skills, values, and interests as different ways of seeing herself in relation to the world.

- To begin, speak specifically about skills in your own words, or you may follow the script in the right margin.

Point out that:

- most skills are learned
- everyone has skills
- old skills can be improved and new skills learned, and
- it is possible to rate ourselves on our proficiency in various skills.

You may say..>

"Skills are abilities or proficiencies that are gained by experience or training. Although we are born with some skills, most are learned and can be improved over time.

"Every person has skills or talents. Some people are better at some things than others (and always may be) but *everyone* has skills of her own and can improve them...and everyone can learn new skills.

"Therefore, there are two ways to think about skills—we can look at skills we possess now: now I'm a skilled babysitter. Or, we can look at skills we want to acquire in the future, such as, I would really like to be able to get up and speak in front of a group.

"How can we tell what our skills are? Well, one way is to take a test. A math test, for example, tells how good your math skills are. Another way is to *rate* yourself. That is what we're going to do now. We believe that most people really know how good they are at something, so self-rating can be a pretty good way to find out about yourself. Let's start by looking at a list of skills."

- Now distribute the What Are My Skills?/How I use My Skills Every Day worksheets, which you tell the students will not be collected. You may say.......................>

- As participants go through the items on the skills list, move around the table, interrupting the procedure when it seems indicated to explain some of the skills in further detail, or to ask a student or two to explain specific skills in her own words.

- When you see that most students have completed the exercise, you may say to the group.........................>

- Ask if anyone would tell about some skill she's improved on in the past three or four years. Encourage more than one student to respond.

"Here is a list of selected skills. Lots of people have made up lists of all possible skills, but this is a list made up especially for this program. What we're going to do first is to look over the list quickly.

"Notice that along side each skill is a rating scale. You are going to rate how good you are on each skill. This paper will not be collected, so when you rate yourself, try to be as honest as possible. Remember you are to rate yourself 'Very well,' 'Somewhat well,' or 'Not very well' for each skill based on how you think you are right now."

◪ While it is important for each student to go through the entire list of skills, the most important purpose of the exercise is to help students develop an awareness that in fact they have acquired and do possess useable, valuable skills, and that they are capable of rating themselves.

"Tonight, after the Workshop, think about how you would have rated yourself on this list when you first started high school. In some cases where you now feel you are very skillful, you probably were less skillful then. Even where you feel you are not skillful now, probably you were even less so when you started high school."

◪ By this time you will have been able to identify the group's natural leaders; use them to help you.

- Now ask your group to turn to the last page (second part) of the Skills worksheet, which is designed to lead students to think about how they use various skills in daily life. You may say.................................>

  You may prime the pump by mentioning such everyday matters as figuring out babysitting earnings that entail different rates depending on the total amount of time, the time of day, number of children, etc.; or dividing up a lunch check; or some other example that occurs to you.

"Let's look at computational skills, for instance — that is, skill with numbers. We use this skill in many different ways in our daily life. Obviously, we use it in school, but we also use it at work, at home, and in social situations with friends. Can anyone tell us how she uses computational skill in her job or in a social situation?"

- Then ask participants to pick their four best skills from the ratings they just completed -- four they do *very well* -- and to write each skill in one of the boxes across the top of the worksheet headed MY BEST SKILL. Next tell them to think about and write down how they use that skill in school, at home, at work, alone, and with friends or relatives.

- When most of your group has completed their sheets as best they can, ask as many students as possible in the time permitted to read *one* of their vertical columns. Ideally each student should have a chance to do so.

- If there is time, ask for reactions to the exercise. Have they ever rated (evaluated, assessed) their skills before? Did anything they wrote surprise them? Did they learn something new about themselves?

- About 2:00, summarize the session's main points. You may say.......................................>

"We learned that:

- We can assess our own level of skills
- New skills can be learned
- We can, if we want, plan to develop new skills
- We can improve the skills we already have
- We can use our skills in many aspects of daily life

"Part of the satisfaction we get from daily experiences.— part of the good feeling — comes from being able to use our skills. Some of the frustrations and unhappiness in daily life comes from not being able to use our skills. We all feel bad when we know we could have done something and didn't, or didn't do it well."

- Make the transition to the next session by telling your group that having investigated skills, they will now proceed to examine values. Remind students that their papers will not be collected and that they may keep them if they like.

2:10 - 3:10 p.m. (60 minutes)
SESSION #3: WHAT DO I VALUE?

■ The intent of this session is:

- to increase student awareness that each one has a set of *values* -- of attitudes and feelings — that colors the choices she makes
- to guide each student toward realizing how important it is to weigh her values in choosing what she will study and what career she will pursue
- to encourage each student to feel confident in the worth of her own values, and in the futility of attempting to warp them to someone else's norms.

• Introduce the session on values by explaining that the values we hold -- beliefs, feelings, attitudes — influence everything we do in life, including what we study in college and our choice of career, and that it is important for each person to recognize her own particular values and to reckon how she may fulfill her most important ones.

You may say...>

"Now we are going to talk about something we referred to earlier today — values.

"Values are something — a feeling or belief — that a person cherishes ... prizes ... holds important. Although values are hard to define, people express their values in the things they do and like, and in the things they don't do and dislike.

"In some ways values are like skills. We can learn values, but we probably learn them when we are very young, and as we become older and more experienced we learn to *clarify* our values — that is, we learn to understand our values and therefore, ourselves better.

"It is very important to understand our values, because they really influence what we do. If we don't understand our values, we don't really understand why we do what we do, or why we make certain decisions.

"Values are like skills in another way. Each person has her own set of values. Probably many of the friends you like being with share many of your values. Yet you may also enjoy talking to and doing things with others who *don't* value the same things you do because you enjoy that difference. Some people, for instance, are highly sociable. They greatly enjoy conversation and being with others. So sociability is a value for them, and right for them. On the other hand, some people value being alone, and need company only in small doses — so that's right for *them*. It is the right of every person to have her own values; and we should respect this right.

"Values are like skills in still another way. We can rate our own values, but it is a little harder to do than rating our skills. We have a tendency to rate *all* of our values as equally important. While many values can be important to us, we have to learn to look at them honestly, to understand which ones are more important to us and which less important, and not to be afraid that other people won't like our values."

- Distribute the What Do I Value worksheets while explaining that this list of values was especially prepared for the Workshop. Ask students to read through the list carefully but fairly quickly.

- Ask if there are any items on the list that they don't understand. After you have cleared up any misunderstandings, you may say.......................................>

> "Go through the list and, next to each value, rate how important or unimportant it is to you. Remember to fight the temptation to rate all the values as important. Consider each one carefully and honestly. We will not collect this worksheet either, so it is just you talking to yourself."

- As students work on the exercise, move around the table. If important questions arise, take them up with the whole group. When almost everyone has finished the task, ask for volunteers to read aloud some of the values they checked as important and some they checked as unimportant. Try to tie their responses back to what they said during the "Feeling Good". After a brief discussion, ask the group to turn to the last page of the Values exercise; which (like the Skills exercise) is designed to lead each student to think about how her values are played out in her day-to-day life. You may say...>

> "As we did with our skills, let's try to figure out how our values show up in the different areas or situations in our daily life.
>
> "From the values you rated as important, pick four that are most important to you. Enter one of them in each of the boxes on the top of this chart. Then think about and write down how you satisfy - realize - each of those values in these different situations."

- Start this exercise off by giving examples of how you integrate two important values in your own life. You might say something like.................................>

"I'll start by telling about two of my own important values. I value friendship very much. I can realize this value in social situations by doing things with my friends. But I also use my job as a way of realizing this value. I make friends with people at the college.

"Another thing I value is solitude -- being by myself. My work gives me little chance to be alone, and I am also going to school. So I use a lot of my leisure time to be alone. I like to read, I sometimes go to a museum alone, and the one athletic thing I do — jogging — is really a solitary activity. So you see, two of my values — my need for friendship and my need for solitude — I am able to satisfy in different parts of my life."

- As the group works on this second part of the values exercise, walk around and offer help. When all, or nearly all have completed the task, call for volunteers to read one of their vertical columns (how they realize one major value in five areas of their life) OR one of the horizontal columns (how they realize four of the important values in one area -- say, school -- of their life). Again it is important that as many students as possible get a chance to talk about themselves.

About 3:00, summarize the session. You may say.......>

"We see that each of us can identify her own set of values, and each of us has a different set of important values.

"We realize our values in different ways. I realize my need for solitude in my hobbies and leisure time activities, but other people have jobs where they work alone and can fulfill their need for solitude that way.

"When we are students, school is an important place in which our values are satisfied. When we begin to work, a lot of our values must be met in our job if we are going to be fulfilled in our lives. You've all had instances when you were disappointed because of an unrealized value. Wanting to be loved is a good example. Most of us value being loved and when this value is not realized at a time when it's especially important, we are often very unhappy."

- Ask if anyone can offer a similar example, and after several students have responded, tell them that the group will now proceed to today's final session, on interests.

3:10 - 3:40 p.m. (30 minutes)

SESSION #4: WHAT ARE MY INTERESTS?

■ The intent of this short (half-hour) session is:

- to increase awareness that along with skills and values, interests play an important part in the way we lead our lives and what careers we pursue
- to make clear that interests cover what we like to do, our tastes, and our enthusiams -- and are different from skills (which have to do with talent or ability) or values (which have more of an ethical or temperamental connotation)
- to demonstrate, through the interest inventory results, that a wise choice of career -- one that will be truly rewarding -- should suit our demonstrated interests as well as our values and skills.

• In introducing your group to the final session of Day One, remind students that along with their invitation to the program each receive a copy of an interest inventory to fill out and return. Tell them that a computer was used to score each student's responses and produce a so-called profile (which each has in her notebook) that identifies patterns in her expressed likes and dislikes and compares them with those of people in different occupations. Tell them that today they will consider general types of interests and that later, on Day Three, they will consider these interests in connection with specific career fields. Explain that by analyzing our interests we gain yet another tool which, along with our skills and values, helps us gain a clearer understanding of ourselves and what we might find satisfy-

ing. Remind them that since work outside the home occupies such an increasingly important part of women's lives, it is essential to use all the tools at our command in making wise plans about careers. You may say...........>

- Have students find their personal interest inventory profiles in their notebooks and explain the purposes and the limitations of the inventory. Tell them that the pro-

"All of this discussion about understanding ourselves — our present level of skill — the skills we might want to learn or get better at; our values and what is important to us — is leading up to finding out about careers that might be right for us.

"Work is a very important part of our lives. Most women work for a good part of their lives, and if you spend 40 hours a week at work it comes to about 2,000 hours a year. In five years, this is 10,000 working hours. The only other thing we do in our lives that approaches this many hours each day, each week, and each year is sleep.

"We can talk about jobs, occupations, careers in terms of what skills are required of the worker, and what values can be satisfied through the work experience. There is one other way of analyzing ourselves that also is helpful in thinking about careers. What are we interested in?"

◩ The next three pages (19 through 21) of your Script are geared to student profiles derived from the Strong-Campbell Interest Inventory. If a different vocational interest instrument is used, these pages will need to be modified to correspond to the type of profile it generates.

file provides another guide to choice of career, based on what the student has expressed a liking for, but that it says nothing about the skill or intelligence required for a particular occupation. You may say................>

"Interest inventories ask whether you like or dislike a wide range of activities, occupations, hobbies, amusements, school subjects, and types of people. The inventory identifies patterns in your likes and dislikes and shows how your patterns compare to those of people working in different occupations.

"This was not a test. There were no right or wrong answers.

"The sheet you are looking at is called a 'profile.' A computer has scored and entered your responses. The profile does not tell you what to be or do; it does not say if you become this or that that you will be happy or successful. It only compares what you said you liked with what people in different occupations said they liked.

"For example: the results may say that you appear to like many things a chemist likes — you like similar hobbies, school subjects, and activities related to being a chemist. The results to not tell you anything about your intelligence, or your skills, or whether you have a head for chemistry.

"The results do help us better understand ourselves and the world of work by indicating what interests we have and how our interests compare with those of people who are working in different fields and by suggesting new careers we may be interested in but have never thought of or heard of before."

- Now, direct the group's attention to the "Basic Interest Scales" on the profile and explain the scoring. Tell them that on Day Three of the Workshop you will be discussing in greater detail the specific careers suggested by their inventories. You may say..................................>

"Today we'll only be dealing with some of the information on your profiles. We'll discuss the rest of the information on Day Three, so keep this form in your notebook.

"First, look at the 'Basic Interest Scales' on the left-hand side of the profile. Each of you has a score next to each category. On the average, people score about 50 on each of these items. A score lower than 50 indicates a dislike of certain aspects of jobs within that particular occupational category. A score of 60 and above is considered 'high,' which means that you might have strong interest in careers in that occupational area."

- Have students circle each career area in which they scored 50 or higher. However, since students with a wide range of interests may score below 50 in all categories, have them circle the two or three areas in which they scored the highest, regardless of their actual scores. You may say..>

"Take a look down the columns headed 'high' and 'very high' and circle all of those occupational areas in which your score is 50 or above.

"Just as it is hard to decide which of your values are more important than others, it is sometimes difficult to assign relative weights to your interests. Many people who have a lot of interests will have a lot of low or average scores because no one interest stands out. If that's true of your results, then circle the two or three areas in which you scored the highest, regardless of the actual score."

- While students work, remind them again that their score will be higher if the things they said they liked and disliked are similar to the things people working in that field say they like and dislike. Give a few concrete examples. You may say...................................>

"For example, if you circled 'Art,' what does that mean? It means that your likes and dislikes are similar to the likes and dislikes of people working in the art field."

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gather your information from and when you will collect it. Your next decision is what tools to use. We used several common evaluation tools: questionnaires we designed ourselves, formal and informal observation, and formal and informal feedback. You may want to use others.

The program does specify the use of one standardized form, an interest inventory, but its purpose is to acquaint students with this type of career planning tool—not to assess change or program impact. You might, however, want to use standarized tests for certain purposes; the MARS: Mathematics Anxiety Rating Scale,[1] for example, as a means of measuring changes in level of student math anxiety as a result of your program. We did not use this instrument because we were more interested in student attitudes toward the doing of mathematics and in sex-stereotypes than in the degree of math anxiety among participants. Explore different types of standardized instruments to see if you can find the most appropriate measure for what you are trying to accomplish. As contrasted with home-grown ones, these questionnaires have the advantage of norms to compare your results with and manuals to help you interpret your findings. Most will have to be purchased, and many require elaborate scoring schemes and statistical analyses. Some in fact, have to be scored by the publisher. The critical disadvantage, is that they are rarely program-specific and almost never provide data useful for determining what or how to revise your program. In general, it's probably better to leave these instruments for experts or to use them only when you are trying to compare similar programs.

Your other option is to develop your own instruments. And we strongly urge you to do so, designing them around those indicators of success or progress that you, your staff, and your administration will find convincing. To keep scoring easy, start with a series of statements or questions to which the student can respond with a yes or no, true or false, or agree or disagree. For our Opinion Survey (on math), we developed items in two ways. First, using all the Math Myths (see Appendix B), we thought about sex-stereotypes surrounding math and formulated a series of stereotyped statements: "Men are better in math than women", "Math is more important for men than women", "Only a few select jobs require math", and so on. We then phrased all statements so that one response format could be used--so it made sense to ask the student whether she agreed or disagreed with the statement, and how strongly.

In writing items of this type, it is easy to make two common mistakes. The first is to write all statements so that the socially desired answer is always at the same end of the rating scale. This mistake is relatively easy to avoid. As an illustration: if, for most of your items, "strongly disagree" is the desired response, a statement like "Men are better in math than are women" can be changed to "There is no difference in how well men and women do math." Varying the direction of the respondent's "set" forces her to consider each item more carefully. The other common mistake is to write a statement containing two questions--for example, "Men are better in math and enjoy it more than do women." The problem here is that you never know which question (better or enjoy) the response applies to.

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[1] Suinn, R.S. Mathematics Anxiety Reduction Scale (MARS) published by the Rocky Mountain Behavioral Science Institute, Inc., P.O. Box 1066, Fort Collins, CO 80522

Another tactic is to use open-ended questions, or simply to ask students to write down their comments about the program or about some aspect of it. This option is particularly tempting because it is so easy to formulate. Indeed, open-ended questions, as compared with true-false, multiple-choice, or any other close-ended format, can give you information you never anticipated. Let's examine the two basically different ways of asking what participants liked best about the program. The open-ended version could ask, "What did you like about the program?" or, better yet, "What did you like best about the program?" An even better version might be, "Write down the three things you liked best about the program." A multiple-choice version of the same question could be "Place a check next to the one [two, or three] things you liked best about the program: _____written exercises: _____the group leader; _____the college students; _____getting released from classes..." and so on.

In the open-ended version, students may write in "being able to smoke," which you might want to interpret as an expression of appreciation for being treated like an adult. If the multiple-choice format doesn't include this as a possible choice, you won't pick up this bit of information. But then again you may not be interested in it. You might be interested only in their comparitive rating of the predetermined options. A familiar compromise is to include as a choice, "other; specify:_____".

In general, responses to open-ended questions, no matter how specific, are often difficult to classify, tally, and interpret. For your purpose, use the close-ended question whenever appropriate. But also remember there is no right or wrong format—only formats which are more or less suited to gathering the type of information you are seeking. Let common-sense be your guide.

If you don't feel the need for written instruments, you can rely on informal observation and feedback. As you will note from the Coordinator's Guide in Chapter IV, much of your time (if everything goes smoothly) will be spent observing the Workshop proceedings and chatting informally with students, guests, and group leaders. They are bound to tell you noteworthy things and undoubtedly you will see things that you will want to remember. Take time to jot down these observations and anecdotes as soon as possible--no later than the end of the day--so they don't vanish. (We all can recall instances of something we were certain we'd never forget only to find that it had rapidly disappeared from memory.) Keep your notes and any unsolicited feedback you receive. You'll need it all next time.

Of course, observation and feedback can be handled more formally. You can start out with a list of questions that you wish to discuss with the group leaders at the end of each day. You can write and ask the adult guests for their impressions (it will help them if you prepare a list of topics you're interested in) and to solicit their advice and comments. People of different training and background bring different perspectives to the same event; take advantage of this wealth of resource.

Should you want to consult books on evaluation and research design, one you might find especially helpful is the Handbook on Formative and Summative Evaluation of Student Learning, by B.S. Bloom, J.T. Hastings, and G.F. Madaus (New York: McGraw-Hill, 1971). Another book you might find interesting, particularly if you have had some training in research and evaluation methodology, is the Handbook on Vocational Education Evaluation, edited by IRDOE staff

members T. Abramson, C.K. Tittle, and L. Cohen (Beverly Hills, CA: Sage Publications, 1979).

Should You Go It Alone? Good question. If you feel comfortable about doing so, the answer is yes—but you might seriously consider seeking advice from others at the three key points in the process: in determining indicators of success in which you and your administration can have faith; in developing items and question around these indicators; and in interpreting and communicating your findings locally or to the larger community.

If you decide you need more systematic help, *good* evaluators are always available—some as paid consultants, others glad to act in an advisory manner. Again, start at your campus. The best single way to find out how an evaluator works and if she is right for you, is to read one of her evaluation reports. Ask for a copy of a report evaluating a program similar to yours: Can you understand it? Is it helpful in alerting you to program weakness? Strengths? Does it provide information planners could use to modify the program design? Are the findings convincing? If your answer is yes to all these questions, this person is probably right for you. If not, start looking again by asking friends and colleagues for references. Remember, what is most important is an evaluator's ability to communicate effectively with you and with your audience, not the learnedness of her technical reports.

APPENDIX A

GROUP LEADER'S SCRIPT

IT'S MY LIFE!

DAY ONE

"Me, Myself, and I"

8:45 - 9:00 a.m. (15 minutes)
REGISTRATION

- Students begin to arrive at 8:45 a.m. or earlier, and WORKSHOP STAFF directs them to the general assembly area where refreshments are available.

- As students enter the reception area, each receives a #2 pencil and a looseleaf notebook, with her name on the cover, filled with materials she will use during the day.

- Students are directed to hang up their coats, sign the register, get some refreshments, find a seat, pin on their name tags, and read the Letter of Welcome [which may direct them to complete a Participant's Questionnaire for program evaluation purposes].

9:00 - 9:15 a.m. (15 minutes)
WELCOME

- The COORDINATOR welcomes participants, delivers the Workshop's keynote address, and introduces the MODERATOR who will serve as mistress of ceremonies for the four days.

◩ **GROUP LEADERS** arrive no later than 8:30 a.m. Find and pin on your name tag and check with the COORDINATOR for last-minute instructions, a copy of the day's agenda (with your room number assignment), and a list of the students assigned to your group.

◩ It may be necessary for you to assist the COORDINATOR and WORKSHOP STAFF in welcoming students, seeing that they receive their notebooks, etc. Since participants will be particularly shy and hesitant this first morning, your most important job will be to help put them at ease. Circulate among them, talk to them, make sure everyone gets some refreshments; suggest that they begin reviewing the materials in their notebooks. (Having something to do will also calm them.)

◩ **GROUP LEADERS** seat themselves among the students for the Welcome.

Non-segregated seating, which will be observed for all assembly periods, is one of the ways to communicate to students that here, unlike high school, there is no division between "us" and "them" — that students are recognized as fully participating adults.

9:15 - 9:30 a.m. (15 minutes)
WORKSHOP INTRODUCTION

- MODERATOR explains the program's structure and format and introduces the GROUP LEADERS who are seated in the audience. At the completion of her presentation, MODERATOR directs participants to the small-group rooms.

◪ When your name is called, stand up so that students can see who you are.

9:30 - 9:40 a.m. (10 minutes)
MOVEMENT

All STUDENTS and GROUP LEADERS move to the small-group meetings rooms, leaving coats and other belongings in the cloakroom with a STAFF member assigned to watch them and to register late arrivals and direct them to their rooms.

9:40 - 12:00 noon (140 minutes)
SESSION #1: FEELING GOOD

■ The intent of this session is three-fold:

- to stimulate group cohesiveness and mutual support;
- to promote each participant's positive self-image through the realization that she already has a record of positive accomplishment; and
- to help each student identify certain personal values, interests, and skills that together produce "a good feeling" about herself, and see how they can be translated into educational and work choices that call similar attributes into play.

▲ Your small-group room has been set up with a large table and chairs. Sheets of newsprint are taped to the walls (one for each student in your group). In the room you will find a box containing the materials you will need for all of today's sessions.

◪ Before beginning, quickly double-check that the box contains what you need for this session, namely:

- a Magic Marker
- extra sheets of newsprint
- masking tape, tacks, or staplegum to attach more newsprint to walls if necessary
- copies of the worksheet: Feeling Good About Myself (one for each student and yourself and a few extra)

- Greet students casually as they enter the room, and when all, or nearly all, have arrived, introduce yourself. It is important to handle these first few minutes in as easy and as informal a manner as possible.

Explain briefly why, for most of the Workshop, the students will be meeting in the same small groups, and describe your role. The general point to be made is that this arrangement offers greater opportunity for all of you to get to know each other, and that most people feel more comfortable expressing themselves in small groups.

You may say ....>

◪ This is also the time to set the adult and informal tone that will prevail throughout the Workshop by informing students that it is unnecessary to raise their hands and be called on by the Group Leader before speaking. They are free to go to the restroom without having to ask permission, and to smoke (if indeed smoking is allowed in the room your group is using and if other students don't object).

"One of the reasons we are meeting in small groups is to give us time to get to know one another. We're all individuals, with different interests and abilities and values, and most of us are likely to feel more comfortable talking in front of just a few people. We also limited the size of this group because we want to be sure that each one of us gets our fair share of time, because that's how we will get the most out of this program.

"My job is to lead our group to make the most of everyone's time and to answer—or get the answers to—any questions you may have."

- Explain your current (non-Workshop) job, referring the students to your autobiography in their notebooks, as well as those of the other Group Leaders. You may say.........>

> "My name is______________, and I work at ______________Community College. The other group leaders and I have written short autobiographies. Mine is on colored paper in your notebook; the other group leaders' autobiographies are on white paper. When you have a chance later, read these -- they tell more about our backgrounds, what we studied in college, and what we do on our jobs. But let's get back to you..."

- Going around the table, ask each student to give her name, her high school, and brief statement of what career she thinks she might want when she finishes college.

◩ Take mental notes as each student introduces herself, so that you can begin calling participants by their first names as soon as possible. Also try to remember their career choices.

- Reflecting the Moderator's opening remarks, summarize the general purpose of the program and the specific purpose of this first session. You may say.................>

> "The purpose of this program is to help us think about ourselves, about what is important to us so that we can make good choices in life. Through the Workshop we hope you will learn some new ways to understand yourselves.
>
> " One way to begin is to think about experiences in our lives that have made us feel good. Things that make us feel good can tell us a lot about what we are really like -- and that's what we are trying to do today. The better we understand ourselves -- what we like, what's important to us, what we do well -- the better we will be able to choose a career that will be right for us."

- Describe something you have done that made you feel good. Use the example given at the right or any personal accomplishment that made you feel good and from which you can point to the values, skills, interests it reveals. You may say...>

- Now ask students to think of anything that they experienced -- some high experience -- something that they did that made them feel good. As one or two participants respond, distribute the Feeling Good About Myself worksheets and read through the instructions on the top of the sheet with your group.

"So let me start by telling you about something that made me feel good.

"When I was five or six years old, I got a pair of roller skates, and learning to skate made me feel terrific. It wasn't just learning how to skate that made me feel great though, it was something else. My mother allowed me to play outside, but I had to stay on the block -- I couldn't go further than the corner. Once I learned how to skate I could travel all around the block -- after all, even my mother had to admit it was pretty dull skating back and forth just to the corner. I really loved this new sense of freedom and of being on my own. At five years of age, being able to go around the block brought a whole new sense of freedom, adventure, and independence. What was really great about it was being in new places, seeing things, and feeling responsible for yourself..."

◩ This exercise should break the ice effectively and establish the beginnings of group cohesiveness. It must focus exclusively on the positive aspects of students' experiences. For many participants it may be their first introduction to viewing their lives in terms of success.

- Ask participants to work on the exercise -- to list four things they have done or experienced in their lives that made them feel good about themselves -- you may say.......>

- Now circulate as students work, talking to individual students. If some students finish quickly, say to them: "On the worksheet next to each of the events you have listed, jot down some of the reasons you can figure out that account for why it made you feel good about yourself."

- As the group completes the exercise, ask for a volunteer and have her read one item from her list of four -- the one that was most important or most pleasurable.

  Ask her to talk a little about why the experience made her feel good and while she talks, move to a sheet of newsprint. On the top of the sheet write the student's first name and summarize what she says by writing down key words ▲ (rather than full thoughts or sentences) that illustrate or represent major themes that run through her story.

> "Go back to your childhood if you like. Include any activity that made you feel really good about yourself — learning to ride a bike, cooking a meal, speaking in front of a group....Try to go back as far as you can. List one or two things that happened within the past year or so if they were important, but also try to recall things that happened when you were younger."

◪ If students have difficulty thinking of things that made them feel good, give them some hints, some additional suggestions, in the form of leading questions.

▲ SOME EXAMPLES OF KEY WORDS

Creative
Artistic
Supervise
Independence
Persistence
Leadership
Ambition
Helping/Caring
Sensitivity
Enthusiasm
Determination

Organize
Teamwork
Friendship
Imagination
Decisiveness
Obedience
Self-starting
Cooperative
Scholarly
Inventive
Funny

It is your goal to elicit from the reported experiences a number of skills, values, and interests that have made the student feel good about herself and, in doing so, to pave the way for the afternoon session which will take up these three considerations in succession.

Try to evoke a group spirit, getting as many students as possible to talk and to understand that people feel good when they're using their strengths, improving them, and acquiring new ones.

- When the first student is done, encourage her and the group to react to what you have written on the newsprint, again stressing positive characteristics. You may say something like..>

- Ask other participants if they see something in the student's story that you left out, and add everything anyone contributes to the newsprint (again converting negatives to positives as necessary.)

- Repeat this process with each student in the group, limiting discussion to about five minutes per student. To the extent possible in this brief period, encourage the whole group to contribute to the discussion.

◪ Stress the warm participatory qualities of the exercise and be prepared to work hard and creatively to extrapolate positive characteristics and strengths even from negative or unfortunate experiences students may relate.

◪ Since you will have, on the average, some 12-15 students in your group, it may not be possible to do this exercise with each participant in the depth it deserves. It is essential, however, that each student gets a turn to tell at least one episode and to have something written on her newsprint sheet.

By the time you have completed work with each student, her sheet should be nearly full of words and phrases that accentuate her positive attributes. Absolute accuracy is less important than that the list is as complete and as individualized as possible.

"____________felt good when she learned how to read (she acquired to a new skill), when she helped someone else learn how to read (she values helping others), when she first earned money of her own as a tutor (being financially independent is another value), and when she found out that she was interested in teaching younger children..."

- Now summarize by pointing out that although the events and reasons mentioned by participants differed and each account is unique, there is a commonality to their responses. You may say.. >

- Wind up the session by asking participants to help you take down the newsprint (they like doing this) and giving each student her sheet to fold and put in her notebook. Emphasize again that each has already accomplished a great deal in her life and that each has a unique set of skills, values, and interests that when combined produce a good feeling.

12:00 - 12:10 p.m. (10 minutes)
MOVEMENT

- Escort your group to lunch at the appointed place (see your Agenda for the room number).

12:10 - 1:00 p.m. (50 minutes)
LUNCH

- As lunch ends, MODERATOR announces that groups should return to the small rooms where they met in the morning, and explains that at the end of the day students can collect their belongings, meet their friends, and leave their

> "Things that made us feel good about ourselves have to do with using the qualities and abilities we have and learning new ones. [Cite examples of specific skills and values from students' sheets.]
>
> We have made a start in learning about ourselves. Learning is a continuous process because as we learn we change, and as we change we need to understand ourselves anew. This afternoon we will spend some time on gathering more precise information about values, skills, and interests . . ."

Before leaving the room, check to see that your Box contains the following materials you will need during the afternoon:

- copies of the What Are My Skills? worksheet (one for each student)
- copies of the What Do I Value? worksheet (one for each student)

If something is missing, tell the Coordinator at lunch and she will have a Staff member supply what you need.

Use lunchtimes to get to know your group more informally and develop rapport with them. Sit with some of the participants and follow up on the morning's conversation. You may have to start the discussion. Share some information about yourself, your job, and/or the college; ask questions.

notebooks in the general assembly room so that Day Two materials can be added.

Before lunch ends, you may want to check your Script to review the flow of activities for the afternoon sessions.

1:00 - 1:10 p.m. (10 minutes)
MOVEMENT

- Return with your group of students to your appointed room for the afternoon sessions on skills, values, and interests, which will run for a total of approximately three hours.

1:10 - 2:10 p.m. (60 minutes)
SESSION #2: WHAT ARE MY SKILLS?

Begin the session on time whether or not all group members have arrived. This will convey to participants that as adults they are responsible for showing up on time. The Coordinator and Workshop Staff members will find and direct the laggards.

The intent of this session is:

- to acquaint students with a broad definition of "skills" that includes all kinds of abilities they may have thought too ordinary to qualify — e.g., being a good listener, tactfulness
- to have each student gauge her own level of skill development
- to impart for future reference the idea that most skills are learned and that new skills can be learned or old ones improved at any time

- Referring to the morning's "Feeling Good" session, repeat the goal of Day One — which is to bring students into greater awareness of themselves and their particular qualities—and explain that this afternoon each student will explore her skills, values, and interests as different ways of seeing herself in relation to the world.

- To begin, speak specifically about skills in your own words, or you may follow the script in the right margin. Point out that:
  - most skills are learned
  - everyone has skills
  - old skills can be improved and new skills learned, and
  - it is possible to rate ourselves on our proficiency in various skills.

You may say.................................. ....>

"Skills are abilities or proficiencies that are gained by experience or training. Although we are born with some skills, most are learned and can be improved over time.

"Every person has skills or talents. Some people are better at some things than others (and always may be) but *everyone* has skills of her own and can improve them...and everyone can learn new skills.

"Therefore, there are two ways to think about skills—we can look at skills we possess now: now I'm a skilled babysitter. Or, we can look at skills we want to acquire in the future, such as, I would really like to be able to get up and speak in front of a group.

"How can we tell what our skills are? Well, one way is to take a test. A math test, for example, tells how good your math skills are. Another way is to *rate* yourself. That is what we're going to do now. We believe that most people really know how good they are at something, so self-rating can be a pretty good way to find out about yourself. Let's start by looking at a list of skills."

- Now distribute the What Are My Skills?/How I use My Skills Every Day worksheets, which you tell the students will not be collected. You may say.........................>

- As participants go through the items on the skills list, move around the table, interrupting the procedure when it seems indicated to explain some of the skills in further detail, or to ask a student or two to explain specific skills in her own words.

- When you see that most students have completed the exercise, you may say to the group..........................>

- Ask if anyone would tell about some skill she's improved on in the past three or four years. Encourage more than one student to respond.

> "Here is a list of selected skills. Lots of people have made up lists of all possible skills, but this is a list made up especially for this program. What we're going to do first is to look over the list quickly.
>
> "Notice that along side each skill is a rating scale. You are going to rate how good you are on each skill. This paper will not be collected, so when you rate yourself, try to be as honest as possible. Remember you are to rate yourself 'Very well,' 'Somewhat well,' or 'Not very well' for each skill based on how you think you are right now."

◩ While it is important for each student to go through the entire list of skills, the most important purpose of the exercise is to help students develop an awareness that in fact they have acquired and do possess useable, valuable skills, and that they are capable of rating themselves.

> "Tonight, after the Workshop, think about how you would have rated yourself on this list when you first started high school. In some cases where you now feel you are very skillful, you probably were less skillful then. Even where you feel you are not skillful now, probably you were even less so when you started high school."

◩ By this time you will have been able to identify the group's natural leaders; use them to help you.

- Now ask your group to turn to the last page (second part) of the Skills worksheet, which is designed to lead students to think about how they use various skills in daily life. You may say................................>

> "Let's look at computational skills, for instance — that is, skill with numbers. We use this skill in many different ways in our daily life. Obviously, we use it in school, but we also use it at work, at home, and in social situations with friends. Can anyone tell us how she uses computational skill in her job or in a social situation?"

You may prime the pump by mentioning such everyday matters as figuring out babysitting earnings that entail different rates depending on the total amount of time, the time of day, number of children, etc.; or dividing up a lunch check; or some other example that occurs to you.

- Then ask participants to pick their four best skills from the ratings they just completed -- four they do very well -- and to write each skill in one of the boxes across the top of the worksheet headed MY BEST SKILL. Next tell them to think about and write down how they use that skill in school, at home, at work, alone, and with friends or relatives.

- When most of your group has completed their sheets as best they can, ask as many students as possible in the time permitted to read one of their vertical columns. Ideally each student should have a chance to do so.

- If there is time, ask for reactions to the exercise. Have they ever rated (evaluated, assessed) their skills before? Did anything they wrote surprise them? Did they learn something new about themselves?

- About 2:00, summarize the session's main points. You may say...>

"We learned that:

- We can assess our own level of skills
- New skills can be learned
- We can, if we want, plan to develop new skills
- We can improve the skills we already have
- We can use our skills in many aspects of daily life

"Part of the satisfaction we get from daily experiences.— part of the good feeling — comes from being able to use our skills. Some of the frustrations and unhappiness in daily life comes from not being able to use our skills. We all feel bad when we know we could have done something and didn't, or didn't do it well."

- Make the transition to the next session by telling your group that having investigated skills, they will now proceed to examine values. Remind students that their papers will not be collected and that they may keep them if they like.

2:10 - 3:10 p.m. (60 minutes)
SESSION #3: WHAT DO I VALUE?

■ The intent of this session is:

- to increase student awareness that each one has a set of *values* -- of attitudes and feelings -- that colors the choices she makes
- to guide each student toward realizing how important it is to weigh her values in choosing what she will study and what career she will pursue
- to encourage each student to feel confident in the worth of her own values, and in the futility of attempting to warp them to someone else's norms.

- Introduce the session on values by explaining that the values we hold -- beliefs, feelings, attitudes -- influence everything we do in life, including what we study in college and our choice of career, and that it is important for each person to recognize her own particular values and to reckon how she may fulfill her most important ones.

You may say.....................................>

"Now we are going to talk about something we referred to earlier today — values.

"Values are something — a feeling or belief — that a person cherishes ... prizes ... holds important. Although values are hard to define, people express their values in the things they do and like, and in the things they don't do and dislike.

"In some ways values are like skills. We can learn values, but we probably learn them when we are very young, and as we become older and more experienced we learn to *clarify* our values — that is, we learn to understand our values and therefore, ourselves better.

"It is very important to understand our values, because they really influence what we do. If we don't understand our values, we don't really understand why we do what we do, or why we make certain decisions.

"Values are like skills in another way. Each person has her own set of values. Probably many of the friends you like being with share many of your values. Yet you may also enjoy talking to and doing things with others who *don't* value the same things you do because you enjoy that difference. Some people, for instance, are highly sociable. They greatly enjoy conversation and being with others. So sociability is a value for them, and right for them. On the other hand, some people value being alone, and need company only in small doses — so that's right for *them*. It is the right of every person to have her own values; and we should respect this right.

"Values are like skills in still another way. We can rate our own values, but it is a little harder to do than rating our skills. We have a tendency to rate *all* of our values as equally important. While many values can be important to us, we have to learn to look at them honestly, to understand which ones are more important to us and which less important, and not to be afraid that other people won't like our values."

- Distribute the What Do I Value worksheets while explaining that this list of values was especially prepared for the Workshop. Ask students to read through the list carefully but fairly quickly.

- Ask if there are any items on the list that they don't understand. After you have cleared up any misunderstandings, you may say.......................................>

"Go through the list and, next to each value, rate how important or unimportant it is to you. Remember to fight the temptation to rate all the values as important. Consider each one carefully and honestly. We will not collect this worksheet either, so it is just you talking to yourself."

- As students work on the exercise, move around the table. If important questions arise, take them up with the whole group. When almost everyone has finished the task, ask for volunteers to read aloud some of the values they checked as important and some they checked as unimportant. Try to tie their responses back to what they said during the "Feeling Good". After a brief discussion, ask the group to turn to the last page of the Values exercise; which (like the Skills exercise) is designed to lead each student to think about how her values are played out in her day-to-day life. You may say..>

"As we did with our skills, let's try to figure out how our values show up in the different areas or situations in our daily life.

"From the values you rated as important, pick four that are most important to you. Enter one of them in each of the boxes on the top of this chart. Then think about and write down how you satisfy - realize - each of those values in these different situations."

- Start this exercise off by giving examples of how you integrate two important values in your own life. You might say something like.................................>

"I'll start by telling about two of my own important values. I value friendship very much. I can realize this value in social situations by doing things with my friends. But I also use my job as a way of realizing this value. I make friends with people at the college.

"Another thing I value is solitude — being by myself. My work gives me little chance to be alone, and I am also going to school. So I use a lot of my leisure time to be alone. I like to read, I sometimes go to a museum alone, and the one athletic thing I do — jogging — is really a solitary activity. So you see, two of my values — my need for friendship and my need for solitude — I am able to satisfy in different parts of my life."

- As the group works on this second part of the values exercise, walk around and offer help. When all, or nearly all have completed the task, call for volunteers to read one of their vertical columns (how they realize one major value in five areas of their life) OR one of the horizontal columns (how they realize four of the important values in one area — say, school — of their life). Again it is important that as many students as possible get a chance to talk about themselves.

About 3:00, summarize the session. You may say.......>

"We see that each of us can identify her own set of values, and each of us has a different set of important values.

"We realize our values in different ways. I realize my need for solitude in my hobbies and leisure time activities, but other people have jobs where they work alone and can fulfill their need for solitude that way.

"When we are students, school is an important place in which our values are satisfied. When we begin to work, a lot of our values must be met in our job if we are going to be fulfilled in our lives. You've all had instances when you were disappointed because of an unrealized value. Wanting to be loved is a good example. Most of us value being loved and when this value is not realized at a time when it's especially important, we are often very unhappy."

- Ask if anyone can offer a similar example, and after several students have responded, tell them that the group will now proceed to today's final session, on interests.

3:10 - 3:40 p.m. (30 minutes)
SESSION #4: WHAT ARE MY INTERESTS?

■ The intent of this short (half-hour) session is:

- to increase awareness that along with skills and values, interests play an important part in the way we lead our lives and what careers we pursue
- to make clear that interests cover what we like to do, our tastes, and our enthusiasms -- and are different from skills (which have to do with talent or ability) or values (which have more of an ethical or temperamental connotation)
- to demonstrate, through the interest inventory results, that a wise choice of career — one that will be truly rewarding -- should suit our demonstrated interests as well as our values and skills.

• In introducing your group to the final session of Day One, remind students that along with their invitation to the program each receive a copy of an interest inventory to fill out and return. Tell them that a computer was used to score each student's responses and produce a so-called profile (which each has in her notebook) that identifies patterns in her expressed likes and dislikes and compares them with those of people in different occupations. Tell them that today they will consider general types of interests and that later, on Day Three, they will consider these interests in connection with specific career fields. Explain that by analyzing our interests we gain yet another tool which, along with our skills and values, helps us gain a clearer understanding of ourselves and what we might find satisfy-

ing. Remind them that since work outside the home occupies such an increasingly important part of women's lives, it is essential to use all the tools at our command in making wise plans about careers. You may say............>

"All of this discussion about understanding ourselves — our present level of skill — the skills we might want to learn or get better at; our values and what is important to us — is leading up to finding out about careers that might be right for us.

"Work is a very important part of our lives. Most women work for a good part of their lives, and if you spend 40 hours a week at work it comes to about 2,000 hours a year. In five years, this is 10,000 working hours. The only other thing we do in our lives that approaches this many hours each day, each week, and each year is sleep.

"We can talk about jobs, occupations, careers in terms of what skills are required of the worker, and what values can be satisfied through the work experience. There is one other way of analyzing ourselves that also is helpful in thinking about careers. What are we interested in?"

- Have students find their personal interest inventory profiles in their notebooks and explain the purposes and the limitations of the inventory. Tell them that the pro-

◩ The next three pages (19 through 21) of your Script are geared to student profiles derived from the Strong-Campbell Interest Inventory. If a different vocational interest instrument is used, these pages will need to be modified to correspond to the type of profile it generates.

file provides another guide to choice of career, based on what the student has expressed a liking for, but that it says nothing about the skill or intelligence required for a particular occupation. You may say................>

"Interest inventories ask whether you like or dislike a wide range of activities, occupations, hobbies, amusements, school subjects, and types of people. The inventory identifies patterns in your likes and dislikes and shows how your patterns compare to those of people working in different occupations.

"This was not a test. There were no right or wrong answers.

"The sheet you are looking at is called a 'profile.' A computer has scored and entered your responses. The profile does not tell you what to be or do; it does not say if you become this or that that you will be happy or successful. It only compares what you said you liked with what people in different occupations said they liked.

"For example: the results may say that you appear to like many things a chemist likes — you like similar hobbies, school subjects, and activities related to being a chemist. The results to not tell you anything about your intelligence, or your skills, or whether you have a head for chemistry.

"The results do help us better understand ourselves and the world of work by indicating what interests we have and how our interests compare with those of people who are working in different fields and by suggesting new careers we may be interested in but have never thought of or heard of before."

- Now, direct the group's attention to the "Basic Interest Scales" on the profile and explain the scoring. Tell them that on Day Three of the Workshop you will be discussing in greater detail the specific careers suggested by their inventories. You may say.................................>

> "Today we'll only be dealing with some of the information on your profiles. We'll discuss the rest of the information on Day Three, so keep this form in your notebook.
>
> "First, look at the 'Basic Interest Scales' on the left-hand side of the profile. Each of you has a score next to each category. On the average, people score about 50 on each of these items. A score lower than 50 indicates a dislike of certain aspects of jobs within that particular occupational category. A score of 60 and above is considered 'high,' which means that you might have strong interest in careers in that occupational area."

- Have students circle each career area in which they scored 50 or higher. However, since students with a wide range of interests may score below 50 in all categories, have them circle the two or three areas in which they scored the highest, regardless of their actual scores. You may say..>

> "Take a look down the columns headed 'high' and 'very high' and circle all of those occupational areas in which your score is 50 or above.
>
> "Just as it is hard to decide which of your values are more important than others, it is sometimes difficult to assign relative weights to your interests. Many people who have a lot of interests will have a lot of low or average scores because no one interest stands out. If that's true of your results, then circle the two or three areas in which you scored the highest, regardless of the actual score."

- While students work, remind them again that their score will be higher if the things they said they liked and disliked are similar to the things people working in that field say they like and dislike. Give a few concrete examples. You may say...................................>

> "For example, if you circled 'Art,' what does that mean? It means that your likes and dislikes are similar to the likes and dislikes of people working in the art field."

- By 3:20, you should be ready to ask several participants to tell the group two or three areas they have circled. After a number of students have done so, explore connections between the career areas individual students circled and the values and skills they mentioned in today's earlier sessions. Someone who circled "Sales," for example, may well have identified "interaction with people" as something she values, and "persuasion" as a skill she possesses.

- End the discussion at about 3:40 and remind students (a) to pick up their belongings in the cloakroom, (b) to leave their notebooks in the assembly room so tomorrow's materials can be added, (c) that you expect to see them at 8:45 a.m. tomorrow, and (d) that if they are unable to attend, they should call the Coordinator and let her know.

- After your group has dispersed, join your colleagues and the Coordinator in the general assembly room for a short review of the day.

IT'S MY LIFE!

DAY TWO

"College Choices"

8:45 - 9:00 a.m. (15 minutes)
REGISTRATION

- Students begin to arrive at 8:45 a.m. (or earlier). They register, get back their notebooks, hang up their coats, get refreshments, find seats, and pin on their name tags.

- As they register, WORKSHOP STAFF suggest that they read their new notebook insert on math and careers, "Did You Know That ... Most Careers Involve Math? [OR, if the Opinion Survey (math pretest) is being administered, they are asked to complete that now.]

9:00 - 9:15 a.m. (15 minutes)
WELCOME

- MODERATOR welcomes the participants and announces that after the opening presentation, students will re-form in the same groups as on the preceding day. She briefly covers the day's agenda: The point of the morning's session is to take a fresh look at mathematics and the place it occupies in adult life. [If the math pretest is used, the

GROUP LEADERS are asked to arrive no later than 8:30 a.m.

Meet with the Mathematician you will be working with. It is important to get together to run through the goals and strategies for your joint session, and for you to share some of the insights you have gleaned about the students in your group. Invite her to stay for lunch.

Again, find a seat in the audience among the students. Make it a point to sit with your math session co-leader if she is a visitor to your college.

Moderator will suggest that students take a moment during the day to read the notebook insert on math and careers.] After lunch, they will meet in their small groups with young women about to graduate from your community college and have a chance to ask questions not answered in the college materials that will be distributed.

9:15 - 9:40 a.m. (25 minutes)
SESSION #5: MATH PRESENTATION

- MODERATOR introduces the MATHEMATICIAN who will talk to the assembled workshop. The MATHEMATICIAN opens with a few engaging and even funny observations on the prevalent view that math is something to be feared and avoided. After sketching her own background and present work, she explains that many of the difficulties people experience with math result more from attitude than aptitude. She gives examples of competent people whose distaste for math influenced their career plans, and expounds on how it is possible to take math in stride, and prevent one's fears or anxieties from blocking the path to a congenial career.

9:40 - 9:50 a.m. (10 minutes)
MOVEMENT

- STUDENTS and GROUP LEADERS move to their room assignments. In the process, GROUP LEADERS, if they have not done so earlier, locate and re-introduce themselves to the MATHEMATICIANS they have trained with, and escort them to their rooms.

9:50 - 11:50 a.m. (120 minutes)
SESSION #6: MATH GROUPS

■ In this session you will use three handouts and four mini-exercises to help students become more aware

- of what they, other people, (friends, teachers, counselors), and things (textbooks, tests) do to foster negative and defeatist attitudes toward mathematics
- that a certain level of math competency is necessary in order to exercise their options among a wide range of career choices
- that whatever their past experience, it is entirely possible that people can come to terms with the world of numbers and gain sufficient mastery over math to make it serve their purposes.

- After welcoming your group back, introduce students by their first names to the visiting MATHEMATICIAN, pointing out that her autobiography, along with those of the other mathematicians participating in the Workshop, is among the new materials in their notebooks.

◩ This morning your room will be equipped with either a chalkboard, chalk, and eraser or an easel, newsprint pad, and markers. Double-check to see that your Group Leader Box contains the following:

- copies of *Everyday Math* (one for each student) yourself, and the mathematician)
- copies of *Math Games We Play* (one for each student, yourself, and the mathematician)
- copies of *Twelve Math Myths* (one copy for each student, yourself, and the mathematician)

◩ Make a particular effort to establish a climate of camaraderie and relaxation within the first few minutes of this session for it is the first time that an "outsider" (and one who represents a fairly threatening subject for most students) has joined the group in an active role. It will be up to you to break the ice and get a good discussion going.

Begin by telling students a bit about your own experiences with math, and invite the MATHEMATICIAN to tell about her experiences with mathematics and how she came to choose it as a profession. You may say..................> This introduction is geared toward creating a relaxed atmosphere and modulating any reluctance the students may feel about the forthcoming session.

As you and the MATHEMATICIAN talk, distribute copies of Twelve Math Myths to the students. (10 minutes)

> "The major reason I chose a career as a counselor was that it allowed me to work with people in a helping way. Another reason was that when I looked at the college catalog I saw that very few math courses were required for this major, and I was sort of 'shy' about math. Yet the funny thing is that I find I use a lot of math everyday in my work, and if I want to advance in my career, more math will be required.
>
> "One of the reasons I felt uncomfortable with math was that I was lead to believe it was unfeminine, but here is [name of Mathematician]. 'How did you come to choose math as a profession?'"

- Together you and the MATHEMATICIAN use these statements to illustrate familiar myths about math and as a basis for recounting your own experiences, for drawing out the students, and for demystifying math. In particular, the MATHEMATICIAN should talk about any of her own difficulties with math and draw from her own background to refute the myths and clarify how math is really done: by using intuition, struggling with new concepts, using different methods to try to solve a problem, and practice.

◪ It is crucial that both GROUP LEADER and MATHEMATICIAN be involved in this discussion, and that students have a chance to contribute.

Encourage students to talk about their math teachers', parents', and friends' attitudes toward math, and how they themselves feel when faced with math. The following are quite common:

- feeling humiliated when called to the blackboard
- being verbally abused by a math teacher
- being told they will never be able to do math
- panicking when faced with numbers

By the end of this discussion, students should begin to appreciate that although it may not be their favorite subject, now that they are approaching the time of choosing a college major--which is in fact a career decision--it may be necessary to come to terms with math since a certain level of math competency is necessary in order to exercise all their career options. (20 minutes)

◩ Remember that there is no need to be defensive or to protect the Mathematician if she becomes defensive during this discussion. The aim of this strategy is to have students openly and freely express their feelings (both good and bad) about their experiences with math teachers and mathematics. What you can do is to help translate participants' reactions into statements that the Mathematician can react to productively.

● The MATHEMATICIAN then proposes a review of "some material that includes numbers." If students react predictably, GROUP LEADER recognizes and attributes the visible rise in tension to the very notion of doing math.

Distribute copies of Everyday Math as the MATHEMATICIAN explains that the sheet, recounting the events of an ordinary day, is to show how often numbers crop up in daily life.

Ask students to read the worksheet and to jot down their feelings or reactions as they read. (5 minutes)

◩ Your role throughout this session is to clarify the students' feelings and experiences, stressing that others, particularly females, share these feelings and typically tend to choose occupations which they think (incorrectly) will not involve working with numbers.

- After no more than five minutes, stop students and ask several to read what they have written. Typically, instead of writing of reactions or feelings, many students will have begun some arithmetic computation. You now make the point that when faced with material containing numbers, people often automatically tend to ignore the instructions they are given. Remind participants that their instructions were to "write down your feelings or reactions" -- that nothing was said about doing any math. Spend several minutes discussing how this kind of automatic reaction can affect performance on math tests. . (10 minutes)

- The MATHEMATICIAN asks those students who began some computation what problems they were attempting to solve. After a few responses, she gently notes that the brief stories pose no problems. She then makes a second important point, namely: it is commonplace for people to assume that whenever they see numbers they must do something with them whether or not they have been asked to.

  The MATHEMATICIAN then asks students to reread the worksheet, to use the information given in one of the stories to make up a problem that they can solve, and to solve that problem. Allow some 10 to 12 minutes for students to do this. (15 minutes)

- The MATHEMATICIAN has volunteers read their problems and their answers or (if they could not solve their problems) tell her where they are having difficulty.

If, as expected, many students have made up problems too difficult for them to solve, you may again remind them of the common mistake of not listening carefully to instructions especially when they involve numbers.

Pointing out that most mathematical solutions include a number of steps, the MATHEMATICIAN explains that unlike mathematicians who usually start with the easiest step and gradually move to the harder ones (thus building on their successes as they go), people uncomfortable with math often do just the opposite — they start with the most difficult step or problem and, failing to solve that, become discouraged and uncertain of their own skill and intelligence. She then discusses with the group how this practice (moving from the easiest to the hardest -- building on success) can be applied to taking math tests. (15 minutes)

◪ During this time you sit with the students (a) to encourage them to express themselves freely about the aspects of math and the way in which it is presented that bother them particularly; (b) to demonstrate by your own questions how to be appropriately assertive within a math class; and (c) to mediate between Mathematician and students — translating thoughts and feelings back and forth to illustrate (for both students and Mathematician) that there are ways to ask questions and arrive at clarification in a math classroom.

- A 10-minute break may now be in order to give students a chance to stretch their legs and to talk informally with each other, the Group Leader, and the Mathematician;

(10 minutes)

- After the break, the MATHEMATICIAN goes to the blackboard (or easel), asks students to make up problems using the numbers on the worksheet that they would like her to work out with them, and step-by-step goes through the solution to each problem posed. (25 minutes)

- After a number of problems and their solutions have been illustrated, distribute copies of Math Games We Play... by way of summarizing the morning's session, and join with the MATHEMATICIAN in inviting students to suggest additions to this list of self-defeating statements. (10 minutes)

- End the session by suggesting certain positive changes the students might now entertain in their approach to math — such as the utility of guessing, the recognition that there may be several different ways to solve a given problem, the realization that most of us know more math than we think we do. Subtly prompt students to thank their guest. (10 minutes)

◪ Or, as an alternative, have students suggest math topics that are particularly troublesome for them. Depending upon what they identify, the Mathematician chooses one difficult area, e.g. fractions, signed numbers, word problems, and demonstrates some fruitful approaches.

OR, you can ask students about their career plans, and you and the Mathematician can point out the math involved in the typical day of a person in that occupation, as well as the college math prerequisites that major entails.

◪ Before leaving the room, check that your Box contains

- copies of the Typical Community College Student Schedules prepared by the two College Seniors you've invited (1 of each for every student, yourself, and the College Seniors).

Again, let the Coordinator or one of the Workshop Staff know if you need more copies so they can be replaced during lunch.

11:50 - 12:00 noon (10 minutes)
MOVEMENT

- GROUP LEADERS and STUDENTS escort the MATHEMATICIAN to the lunchroom. (Or, if she is not able to stay for lunch, have one or two students accompany her to the cloakroom where the Coordinator will be on hand to say a formal thank you.)

12:00 - 12:50 p.m. (50 minutes)
LUNCH

- Toward the end of the lunch period, the MODERATOR publicly thanks the MATHEMATICIANS for joining the Workshop and directs students to the autobiographies of the College Students they will be meeting after lunch and to the worksheet, Questions to Consider ... For College Students, in their notebooks, suggesting they may want to look these over before the afternoon session begins.

12:50 - 1:00 p.m. (10 minutes)
MOVEMENT

- All participants move to the small-group rooms. GROUP LEADERS escort COLLEGE SENIORS.

◩ You and the Mathematician should sit among the students, rather than with other Group Leaders. Continue working on math problems with students, discuss what college math classes are like, or other math-related topics students bring up.

◩ The College Seniors taking part in the afternoon session have been invited to lunch. You and other Group Leaders, who may be the only people these seniors know, should keep an eye out for them and, when you spot them, greet them and have them join you for lunch.

◩ After thanking the Mathematician and saying goodbye, turn your attention to the College Seniors. Give them some positive idea of how things have been going, and review the sequence of activities for the afternoon. Remind them that you will be there if they need any help, but assure them again that they will do fine and only need to be relaxed and open with the group.

1:00 - 3:30 p.m. (150 minutes)
SESSION #7: COLLEGE LIFE AND REQUIREMENTS

■ The intent of this session is:

- to bring participants into touch with young women close to them in age and life/educational experience
- to give the participants a solid base of information, both oral and written, about your college
- by so doing, to help relax any tensions engendered by the math morning, and provide a welcome change of pace.

● When all are seated, introduce the COLLEGE SENIORS to the participants. You may say..............................>

"________________________ is a senior at ________________________ Community College. She's majoring in a field where relatively few women work. Part of the reason we invited her is because of her unusual major."

● Go around the table and have participants give their names. You may say......................................>

"Some of you may have seen or met ____________ at lunch. Since she doesn't know all of you, let's quickly introduce ourselves."

● Each COLLEGE STUDENT introduces herself by name, telling the group what she is majoring in and when she expects to graduate; where she went to high school and when she graduated; whether she went to college immediately or if she took time out (if so, for what reason); whether she is a day or night student, full-time or part-time; and how many years she has been a student at your community college.

◪ The atmosphere of this session will be determined in large degree by how relaxed the College Seniors are. You as Group Leader should be prepared to keep conversation moving and focused on the "sense of college life" — its freedoms and responsibilities, the decisions that need to be made.

- COLLEGE STUDENTS continue by describing what they were like as high school seniors ... what they though they'd like to study compared to what they are majoring in ... what they though about careers and working in high school and their present career and work plans.

Assist the College Students as needed to keep the conversation lively. If students do not raise questions, ask leading questions yourself to prompt College Seniors.

- After this relatively brief introductory period, ask the COLLEGE STUDENTS to tell the group more specifically about such things as social life, working and going to school, what it's like to be one of only a few women in courses attended chiefly by men (assuming the seniors are in non-traditional programs); as well as why they chose their majors, what courses were required, other courses they have taken, the kinds of jobs their major qualified them for...

- At an appropriate time, about an hour into the session, take over the discussion and distribute copies of the Typical Community College Student Schedule as an illustration of one important way (class scheduling) that college differs from high school (note such differences in the first and current semesters as the distribution of required and elective courses and amount of time spent on campus).

You can then explain the requirements of community colleges in general and your college in particular.

If the conversation with the College Students is going well and seems fruitful, do not rush into a discussion of these more technical topics. Students will have an opportunity to talk with you for two more days, but this may be the only chance many of them will have to talk to a college student until the fall.

- Lead the group into a discussion of placement testing, how registration works, whom students can go to for advice, the probable kinds of courses they will be taking as freshmen, and the general characteristics of most freshmen courses, but also cover the facts about curriculum requirements. You may say.....................................>

> "Each major or curriculum has its own required courses. A good way of understanding a major is to investigate the kinds of courses that are required. These courses are described in the college catalog. Most college departments also print an outline of courses . . . I have some of those with me, and I'll pass them out and we can talk about them ..."

- Now refer students to the College Checklist in their notebooks and distribute the College Information Packets that contain your college's catalog, course outlines of selected occupational programs, and other freshmen orientation materials, such as the Student Handbook.

◩ These college-related materials are reference materials that participants can take home. There are (or should be) too many for them to read and digest now. Explain that you will answer any questions tomorrow, but that they have the month's break between Days Three and Four to review the materials and that you'll answer any other questions on [*give date of Day Four*].

- After students have a chance to look through the materials briefly, talk to them about the variety of programs offered by YOUR community college. Refer them to the Career Programs Available at *(name of your)* Community College in their notebooks. Explain that the Student Handbook in their packet contains additional details about college that they may be interested in.

- As the students look over the college materials, encourage them to ask whatever questions occur to them, which you and the COLLEGE STUDENTS will answer. Mention briefly the possibility that some students may wish to transfer (change major or college) from one career program to another. Say that a transfer should probably be discussed with a college counselor, but that the colleges do recognize the procedures and have rules for it. Explain your college's transfer procedure.

- At 3:30, wrap up the discussion, thank the College Seniors, and begin to move your group to the general assembly room, reminding them to again leave their notebooks (but not their packets of College Materials) so that Day Three materials can be added.

- When your students have collected their belongings and left their notebooks, you proceed as on Day One to join your colleagues and the Coordinator for a debriefing.

◩ To prepare for these end-of-the-day review meetings, try to keep notes (mental or otherwise) throughout the day of:

- interesting and unexpected questions raised
- affirmative student comments about process, materials, and/or guests
- all those great things students said about you (don't be modest)
- negative comments on process, materials, and/or guests (and don't be protective)
- chance things that just seemed to happen, or statements that just popped out of someone's mouth

IT'S MY LIFE!

DAY THREE

"Women and the World of Work"

8:45 - 9:00 a.m. (15 minutes)
REGISTRATION

- As STUDENTS arrive, they go to the general assembly area where each receives her notebook with new material added.

- Students hang up their coats, get some refreshments, find a seat, pin on their name tags, and review the new material in their notebooks, particularly the working women's autobiographies and the list of Questions to Consider ... When Interviewing Working Women.

- WORKING WOMEN have been invited to arrive at 8:45 a.m. also.

9:00 - 9:15 a.m. (15 minutes)
INTRODUCTION

- MODERATOR welcomes everyone to this last day before the break. She announces that today will be devoted to gathering career information: from working women this morning, from reference books and other sources in the afternoon.

  She gives a general description of the guests seated at the table, explaining that later in the morning each student will have the opportunity to talk with two of them (in succession) whose jobs seemed to come closest to the stu-

◪ GROUP LEADERS arrive at 8:30 a.m. Check your Day Three Agenda for the identity of the Working Woman with whom you will spend most of the morning, and for the number of the room in which you will be meeting today. (Since there probably will be more than five interview groups running simultaneously, you may be assigned to a room other than your usual one.)

◪ The Coordinator will formally welcome today's panelists, but will appreciate your help in making them feel comfortable. These women, who were selected because they are young and hold nontraditional jobs, are unlikely to have had much, if any, experience in public speaking or in working with a small group in an intimate setting. Therefore, find the Working Woman you have been paired with, introduce yourself, and over refreshments help make her feel at home. Escort her to the panelists' table at the front of the assembly room.

◪ Again, sit in the audience among the students.

dent's expressed interests. Students can tell whom they will be meeting by noting the two working women autobiographies printed on colored paper in their notebooks.

MODERATOR then refers students to their Agendas for the room assignments for their interviews, and to the worksheet, Questions to Consider ... When Interviewing Working Women, suggesting that students use this to take notes during the speakers' presentations and as a guide to questions they may like to ask during the following interviews.

9:15 - 10:45 a.m. (90 minutes)

SESSION #8: WORKING WOMEN PRESENTATIONS

- MODERATOR introduces each WORKING WOMEN before she speaks for about five minutes from her seat at the table. The brief talks (which echo the material found in their autobiographies) touch on the kind of work the woman does now, when and how she decided on her present career, her college major, and what other jobs she may have had.

- Halfway through the presentations, the MODERATOR calls for a ten-minute refreshment and leg-stretching break.

Use this break to introduce yourself to the Working Women you will be assisting during the student interviews if you have not had an opportunity to do so earlier.

- If, after all presentations are completed, time remains, the MODERATOR asks for questions from the audience. If not, the MODERATOR closes the session by informing students that they will have a chance to ask their questions during the interviews that follow, or over lunch to which the panelists have been invited. She then directs Students, Group Leaders, and Working Women to their first 45-minute interview session, after which STUDENTS will move to another room to meet another woman for a second 45-minute interview.

10:45 - 10:55 a.m. (10 minutes)
MOVEMENT

- STUDENTS, WORKING WOMEN, and GROUP LEADERS move to their assigned rooms for the first interview session.

10:55 - 11:40 a.m. (45 minutes)
SESSION #9: FIRST CAREER INTERVIEW

■ The intent of Sessions #9 and #10 is:

- to personalize and explore the work world by giving each student the chance to talk with two different women whose work to some degree parallels the student's own career interests
- to give the students a more vivid sense of career possibilities, of the connections between schooling and jobs, of the varied paths taken by different women, and of the different ways they manage their lives
- to increase student awareness that career information can be collected from a variety of sources and of the kinds of information that can be best obtained by talking to people who work.

◩ The Group Leader/Working Woman teams will stay together in the same room for the entire morning with students moving to them.

◩ As soon as the large group breaks up, escort the Working Woman you are paired with to the meeting room. On the way, you might ask if there is some aspect of her job, schooling, or career path she particularly would like to discuss, so that you can raise the topic if the students don't and time permits.

- Start the session by quickly introducing the Working Woman to the students in this first group, and asking each student to introduce herself by name.

- You or the WORKING WOMAN begin by asking if the students have any questions. In general the WORKING WOMAN's responses should be direct, with added comments focusing on the characteristics of her job — the skills, values, and interests the woman finds fulfilled in her work; and what it's like to be a woman working in a nontraditional career (or an unusual specialty in a traditional field). You may help to sharpen the discussion by asking a few judicious questions to bring out these points.

Since it is rarely possible to achieve exact matches between each student's professed interest and the careers represented in the panel, the woman has come prepared to discuss not only her present career, but prior jobs and perhaps related careers and to deal with such issues as: (a) how she got her first adult job, (b) the path to her present career and her future plans, (c) the skills that are required in her present position, (d) what she likes most and least about her job, (e) what her family thought about her career choice when she was in college, (f) the problems and rewards of combining family and work.

◪ Should any students appear extremely unhappy about their interview assignment, speak to them briefly and privately about their concern before the session gets under way. After they have aired their complaint, explain again that all student assignments were made to parallel as closely as possible the types of career interests they indicated on their application forms, and remind them (or her) that this is only the first of two interviews she will have this morning.

If, despite all, a student is still very unhappy, send her to see the Coordinator for reassignment. The Coordinator will be in the corridors for just this purpose.

◪ Your main responsibilities during the two interview sessions are: (a) to put everyone at ease (students, outside of their accustomed groups for the first time, may be shy; the Working Woman perhaps nervous in her new role); (b) to assist the Working Woman as needed (e.g., stimulating the discussion, clarifying questions and answers when necessary); and (c) to see that students move on to their next assignment at the end of the first interview period.

- About 11:35 a.m., break into the discussion to remind students that it's time to move along to their second interview and to check their Agenda for the room number. Tell them they will have another chance to talk with the panelist at lunch.

11:40 - 11:45 a.m. (5 minutes)
MOVEMENT

- STUDENTS move to their second interview assignment.

11:45 - 12:30 p.m. (45 minutes)
SESSION # 10: SECOND CAREER INTERVIEW

- You and your teammate welcome the new group of students, exchange names, and hold an interview similar to the first one.

- Shortly before 12:30 you will again break into the discussion, this time to announce it's time for lunch.

12:30 - 12:40 p.m. (10 minutes)
MOVEMENT

- As everyone moves to the lunchroom, escort the Working Woman to lunch or if she cannot stay, to the general assembly area where the Coordinator will meet her to thank her and say good bye.

You and your partner stay where you are. Explore her reactions and feelings. Be supportive. Make suggestions only if absolutely necessary and then in a gentle way.

12:40 - 1:20 p.m. (40 minutes)
LUNCH

- About 1:10, the MODERATOR publicly thanks the Working Women for their contribution to the Workshop and highlights the afternoon session which will involve students in gathering further information about specific careers. She closes with a reminder that everyone will congregate in the general assembly room at the close of the day for a formal au revoir.

1:20 - 1:30 p.m. (10 minutes)
MOVEMENT

- Return with your regular student group to your assigned small room.

1:30 - 2:45 p.m. 75 minutes)
SESSION #11: MY CAREER INTERESTS

■ The intent of this session is:

- to help the students understand their interest inventory results
- to increase their familiarity with career information resource materials and how to use them.
- to motivate students to return for Day Four a month hence.

◪ Sit down with the Working Women at any table of students.

◪ Today, because of all the morning's moving around, you may want to check that all members of your original group are in tow.

◪ Before beginning this session, check your Box and materials that have been delivered to your room to see that you have the following:

- copies of the Career Characteristics Data Guide (2 for each student and 1 for yourself)
- several copies each of the Occupational Outlook Handbook and the Directory of Occupational Titles
- copies of other comprehensive career information reference books
- Career Information Packets, which contain a set of specially prepared fact sheets on specific careers and a bibliography, as well as a large number of commercially printed career-specific brochures and flyers. (You should have one packet for each student plus a few extras.)

- Start the session with a very brief summary (no longer than 5 minutes, say) of what the working women discussed in the morning, emphasizing such points as:
  - most seem to enjoy their jobs
  - they work for different reasons — some because they have to support themselves and their family, others because they want to. All find satisfaction in working
  - many changed their minds about the career they wanted . . . and some said they think they may make other changes in the future
  - some changed their major in college, and some went on to earn higher degrees after they graduated from community college
  - almost all felt that college was an important time in their lives

◪ Or, you may want to elicit this summary from the participants by asking suggestive questions.

- Then move to the re-examination of the students' interest inventory results.

Have students locate their profiles in their notebooks (they may still be filed with the Day One materials) and look them over quickly.

Take no more than 10 minutes to explain how to interpret the career-interest section. You may say................>

"By looking at the pattern of our likes and dislikes, and comparing our pattern with the patterns of workers in different occupations, we can find out some interesting things about ourselves. This afternoon we'll concentrate on the specific occupations that appear on your profile.

"For every occupation listed on your sheet your tastes were found to be similar to those of workers in that field, which means that you might enjoy the kinds of tasks involved in that type of work.

"But wait. Just because an occupation is listed on your profile DOES NOT mean you SHOULD become a 'salesperson' or a 'police officer' or a whatever... what it does mean is that it might be worth while for you to find out a little bit more about those careers.

"That's what we're going to do now: research new career possibilities."

- After responding to specific questions students raise, ask the group to tell what careers listed on their profiles best conform to their interests, whether there are any surprises and, if so, whether they've heard of those occupations before. Now ask each student to choose one or two of the careers suggested by their profile that appeal to them that they'd like to know more about, but which they're least familiar with, explaining that for the next hour they will gather information about these new careers.

- Distribute the Career Information Packets and describe the contents and that of the various reference books in the room.

- Now organize your students into several two- or three-student teams and as you distribute copies of the Career Characteristics Data Guide, ask each team to begin by selecting one career they would like to know more about. Teams then complete a Career Characteristics Data Guide for the chosen career, using the resources to be found in the room.

  As students work, move around the room answering questions and helping locate or interpret information in the resource materials.

  If a team completes work on one career, and time remains, have them research a second one.

- About 2:30, interrupt and ask the teams to report on a particularly interesting career they researched. Then briefly sum up the day's work and what they have accomplished in the Workshop's first three days — they have assessed their skills, values, and interests; taken a new look at math; gained new insights into what it's like to be a college student and a working woman; and used different methods and sources to learn about the range of possible careers, how to compare them, and how to prepare for them in college. Encourage them to continue to learn as much as they can about careers. You may say.............>

"It is important to explore new career possibilities, to learn as much as we can about new careers before making our decision. Your copy of Sources of Career Information (in your packet), suggests some other ways of finding out about new careers. It lists books to read, people to speak to, and places to visit.

"Why is it important to know as much as possible about careers? Well let's remember first, that most of us will work for a good part of our adult lives. Second, that we are apt to be happiest when we are doing things that satisfy our values, needs, and interests. Third, that when we finish school, work is an important potential source of satisfaction. And finally, it is very probable that many of us will change careers at least once during our working lives.

"So the better informed we are about careers the better prepared we will be to make decisions that we will be happy with."

- Inform students that they will be able to take their notebooks home today (with a reminder to bring them back again on Day Four so more materials can be added). Remind them that with the conclusion of this third day of the Workshop, there will be a month's interval before you all meet again for Day Four (and give the actual date). Suggest that during the coming weeks they may want to read through the materials they have collected and jot down any questions they want to ask when they return on Day Four.

- Emphasize that the final day of the Workshop will be very important, for it will be devoted to making decisions and planning their careers, and will tie together much of what they have done in Days One through Three. In summary, you may say...>

"Here are some of the things we worked on:

Self assessment

- what skills do I have?
- what skills would I like to have?
- what are my values?
- what are my interests?

Career exploration/information

- do I need math, and can I learn to do it?
- what is it like to be a working woman?
- what careers exist?
- what is expected of me, what requirements are there in college?

"On Day Four, next month, we will plan careers and make some decisions — putting together this information about ourselves, work, and college so that we can figure out how to get from where we are today to where we want to be in the future.

"At the end of the day, as you already know, there will be a small graduation ceremony at which you will each receive a personalized Certificate verifying that you took part in this program."

- Now, just before closing, tell the students they have a homework assignment: Each is to imagine that 10 years have gone by when they meet next on Day Four, and that the group is meeting for a 10th reunion. During the next few weeks, each student should be thinking about what she'd like to be able to say when her friends at the reunion ask "What have you been doing in the 10 years since we last met?"

  Assure the group that they will not have to write a long story, that when they come to their reunion on Day Four they can make a list OR draw a picture OR write a short statement of what they accomplished in the 10 years.

- You now bid the students good-bye till the "reunion," and escort them to the general assembly room for the day's closing remarks by the Moderator and the Coordinator. Have students bring along the career reference books, which will be collected by Workshop Staff as students enter the assembly room.

2:45 - 2:55 p.m. (10 minutes)

MOVEMENT

- All GROUP LEADERS and STUDENTS convene in the general assembly room for the final activity of Day Three.

2:55 - 3:15 p.m. (20 minutes)

ASSEMBLY

◪ You and your students find seats in the assembly room with the rest of staff and participants.

- The MODERATOR briefly summarizes the Workshop thus far, reminds everyone to take home their materials and to bring back their notebooks, and then introduces the Coordinator.

- The COORDINATOR describes events of Day Four to come and their special significance; encourages students over the intervening weeks to read their accumulated materials; suggests preparations for the forthcoming "reunion"; expresses thanks for everyone's participation thus far; and anticipates the pleasure of seeing them again on Day Four.

3:15 - 4:00 p.m. (45 minutes)

- Again you join your colleagues and workshop staff for a debriefing and perhaps a small celebration to mark the end of an eventful three days of hard work.

◪ During the month's interim — some two weeks or ten days before Day Four—you will be asked to attend the Coordinator's half-day orientation meeting.

IT'S MY LIFE!

DAY FOUR

"Getting My Act Together"

8:45 - 9:00 a.m. (15 minutes)

REGISTRATION

- As students begin to arrive at 8:45, each receives a set of new materials for her notebook and a new name tag.

- They put aside their belongings, get some refreshments, pin on their name tags, take seats, and read Welcome Back.

◪ Group Leaders to arrive somewhat earlier than usual this morning to get last-minute instructions from the Coordinator, to chat together before students begin to arrive, and to welcome early-arriving participants.

◪ Pick up a copy of the Day Four agenda and a new name tag from the Workshop Staff — not everyone's memory for names may be as good as yours.

◪ Welcome even the earliest student arrivals in the spirit of the morning's first session — as if they are alumnae returning for a 10th class reunion.

Students may exhibit some initial shyness after the month's absence, but more likely they will be very excited to see you and one another. Many may dress up for this special day.

◪ Be prepared to meet and talk briefly with student's relatives and close friends who may accompany them today.

These guests will not sit in on any of today's working sessions, but a lounge area has been set aside for those who wish to stay and watch the graduation ceremony.

9:00 - 9:10 a.m. (10 minutes)
WELCOME

- MODERATOR welcomes all back to the Workshop's final day and highlights the day's events. She directs students to their agenda for their room assignment, telling them they will shortly be seeing their friends from 10 years ago.

9:10 - 9:20 a.m. (10 minutes)
MOVEMENT

- GROUP LEADERS and STUDENTS move to small-group rooms.

9:20 - 10:50 a.m. (90 minutes)
SESSION #12: REUNION

■ The intent of this session is:

- to quickly re-establish group spirit
- to help students identify long-range career goals by encouraging them to freely imagine their ideal futures

- When all or most of your group is present, welcome the participants, sketch in the morning's events, and give each student a sheet of newsprint and a marker (or crayon).

- Start the reunion by asking students "What have you been doing?" Do and say whatever your imagination suggests to get everyone to play roles as if it were a real reunion and they

◩ Group Leaders sit in the audience among the students.

◩ Accompany your students, checking your Day Four agenda for the correct room assignment (it may not be the one you used previously).

◩ Before you begin the session, quickly check to see that you have the following supplies:

- sheets of newsprint (one for each student and yourself, plus several extras)
- Magic Markers or crayons (one for each student and yourself)
- masking tape, tacks, or a staplegun for attaching newsprint to walls.
- sheets of blank note-book size paper

Workshop Staff will be roving the hallways at this time, ready to supply any missing materials.

◩ Newsprint has not been taped to the walls today, but suggest that students who want to can tape up their sheets. It is also perfectly reasonable for students to work at the table or on the floor.

were now about 27 or 28 years old. You might initiate this by remarking that they don't look a day older, that so-and-so has changed her hair color, and so on. You may want to have some students go out into the hallway and enter the room at different times, as would be more apt to happen at a real reunion. After a few minutes of this, suggest that they set down their news on their newsprint in any form -- a story, a list, a picture, or simply key words.
You may say...>

"These 10 years have gone by quickly. Let's see, you are all about 28 years old. Since we haven't seen each other in all those years, let's find out what we have done since we saw each other last. 'What have you been doing?'

"Use the newsprint for what you would want to tell the group about what you've done that makes you FEEL GOOD NOW THAT YOU ARE 28. You can write a paragraph or a story, make a list, draw some pictures, or just write words to remind you of the things you would like to be able to say you've accomplished."

◪ You may want to join this exercise, or be asked to do so by your group, so be prepared with some specifics about your own future. Think aloud as you do your newsprint sheet and describe the process you are going through, especially as it relates to making choices. Cover additional education, recreational pursuits, family plans, hobbies, etc.

- As students start to write or draw, encourage them to elaborate with details by making suggestions or asking leading questions. You may say, for example..................>

"I see you plan to be married and to have your master's degree. Did you go to school at night?" OR "How nice! You really fulfilled your educational goals and became a respiratory therapist. Tell me, what college did you go to and what degree did you get?"

- When you think participants have completed this task to the best of their ability (but before it becomes tedious), stop them. Turn to talking about how they felt thinking about the future. Be sure to elicit any feelings about how easy or difficult students find it to project their own futures.

- Now ask each student in turn to talk a little about her news, encouraging them by asking questions that fill out details of such items as "graduated from college" (When? What college? What was your major?) and "got a job" (What kind of job? Where?). As each student talks, add the additional information to her newsprint sheet, or have her do so.

- Involve the whole group in asking one another questions, as at a real reunion. After all have spoken, allow a few minutes for students to add to their newsprint plans, if they wish.

- Using the reunion exercise as a springboard, turn the group to a discussion of long-range goals, and draw out students, one by one, to identify such goals as she can discern in her own newsprint account -- first asking for volunteers.

Then ask each student to circle (on her newsprint) one or two of the goals she'd like to achieve within the next 10 years.

You may say..>

"Goals are what we strive for. They are what we want to accomplish, to have, or sometimes to be. By visualizing what our lives might be like 10 years from now, we are really describing our goals. These goals are things that are important to us when we think about our future; they are things we want to have happen, and they are things we can help make happen. What I'd like you to do is to circle one or two goals on your newsprint."

• Close this session by choosing, as an example, a student with two conflicting goals and pointing out the evident need to resolve this conflict. (This will lead you into the topic of the next session: resolving conflicts and making decisions.) You may say, for instance..............>

"____________ wants to get her master's degree, have a family — with three children, and be working in a hospital. Is that a lot to accomplish in 10 years? Let's think about this a minute. She's enrolling in a two-year college program; then there's two more years to a bachelor's degree, and one or two more years for a master's. If she goes to school full time, that's a total of five or six years of schooling. Then, she'll have to have time to meet someone she wants to marry and, figuring one baby right after the other, that's another three plus years. She can just about do those two things in 10 years — if she does nothing else. But there's no time left to work.

"Do we seem to have a conflict of goals here? If so, we need to make some decisions."

10:50 - 11:30 a.m. (40 minutes)
SESSION #13: DECISIONS

■ The intent of this session is:

- to talk about the importance and process of making decisions
- to demystify the sometimes portentous aura that surrounds decision-making, and relate it to the students' everyday lives
- to relate the ability to make wise decisions to career planning

• Move into the topic of decision-making by telling students that people make decisions all the time, whether or not they're aware of it. The students made the decision to come to the Workshop; they decided to come back to Day Four; earlier in the morning, during the Reunion, they each made decisions about what to include and what to exclude in planning their lives ten years ahead. Decisions involve choices between things, you point out. Sometimes the choice is easy, but often it is not because there is a conflict. Sometimes a person must choose between things that are equally attractive or equally unattractive.

You may say..>

"Just now we started work on a personal career plan. We chose long-range goals. Whether we realized it or not, when we did that we made decisions. We decided what to include and what not to include.

"Actually, we make decisions all the time whether or not we are aware of it. For example, we all made a decision to be here today — and that decision, like all decisions, says something about us. The decision to be here today indicates that we felt it was important to discuss our future and to see the friends we made in the first three days of the Workshop. In fact, in some way the decision to come today also tells what we thought of the Workshop.

"That's not to say that the decision was necessarily easy. There are other things we could have done. But we all chose to come because for some reason we felt it was more important to do this.

"Decisions are choices between things. Making a decision is easy when one of the choices is so obviously more attractive than the others. Decision-making is difficult when there is a conflict — when we have to choose between things that are equally attractive or equally unattractive.

"Many times we have to make a decision between two possibilities and what we'd really like is to have or do both — but most times we have to choose... which pair of jeans to buy...which course to take... which job to take...

"What we are going to do now is to work a little on deciding. We're going to concentrate on how we make decisions."

- Have the participants find Cindy's Problem in their notebooks. (It's among the materials they received this morning.) Ask students to read it quietly to themselves, or have them take turns reading it aloud.

- When they have finished reading, draw their attention to the chart on the second page of the worksheet. Explain that the chart will help them resolve Cindy's dilemma: first, by stating it precisely; second, by gathering all the information they can about Cindy and her situation from the written account; and third, by listing all possible solutions to her problem that they can think of. Then ask the group to take the first step -- to write a short sentence describing Cindy's problem. You may say..............................>

- After a minute or so, even though some members of the group are still working on step one, give instructions for step two: gathering all relevent information.
You may say..>

▲ Cindy's Problem has to do with a conflict between her desire to earn enough money to be able to go to college (which appears to be a goal she values), and her desire for money to spend on clothing and on having fun.

"This chart summarizes how people think that problems can best be solved and decisions made. We're going to use this to resolve Cindy's dilemma. Like many of us, Cindy has to make some decisions, some choices, to accommodate conflicting goals.

"The first step is to state or define exactly what the problem is. That is, we are going to try to be very precise and to clarify the issues. What is Cindy's problem, her conflict?"

◪ This exercise should be completed fairly quickly on the first go-round so that the group can have an opportunity to do the exercise together in greater depth.

"The next step is to gather all the information we can that relates to the problem. Since we only have Cindy's story to go by, all we can do is gather information about Cindy — her values (what's important to her), and her goals (what she wants to happen in the future) as well as relevant facts about her situation.

"From the story, jot down whatever information about Cindy you think is important to know in order to solve her problem."

- After allowing several minutes for information-gathering, explain that, following the chart's headings, each student is now to list a number of possible solutions to Cindy's problem, to evaluate each of these possible solutions in light of what she knows about Cindy, and then to pick one solution which seems best suited to Cindy's goals, interests, skills, values, and situation. You may say...............>

"The third step is to list the possible solutions to Cindy's problem. Try to list all the options open to Cindy that you can think of. To do this, you don't have to limit yourself to the story — as a matter of fact, Cindy sees very few options. Perhaps there are things you can think of from your own experience that would solve the problem . . .

"Then, the next thing to do is to evaluate each solution as if you were Cindy. That is, some of the solutions may be unattractive to her because they would require sacrificing something she values highly or because they won't help her achieve her goals. Try to judge your solutions in terms of what you think you know about Cindy's goals, values, interests, and skills.

"Then based on this evaluation, pick the one solution you believe would be best for Cindy. The solution should be satisfying to her in terms of what she wants to accomplish, what makes her feel good, and what she is interested in and good at."

- Finally, you will ask students to consider the implications arising from the solution they pick -- its effect on Cindy's other plans, for instance. You may say...........>

"The final thing to think about in making decisions are the implications arising from the solution you pick. How does the solution you selected affect Cindy's other plans? Will it delay them? Will it further them?"

- At this point, encourage the students to finish the chart as best they can within the next five minutes or so.

- When five minutes have elapsed, ask students to read their definition of the problem, alternative solutions, best solution, and implications.

- To summarize this exercise, point out that while the group came up with many solutions based on many reasons, Cindy herself had considered only two options (going to school full time or working full time) and neglected to inform herself about the world of work. She did not consider other alternatives (which the students probably have mentioned) such as part-time school and part-time work; working part-time and going to school full-time; investigating financial aid, work-study, or cooperative education programs. And because Cindy has not bothered to gather information about the world of work she sees only one work alternative -- the job she knows about -- and is unaware of alternatives that might be more satisfying to her, including trying to find another job so it would be easier to stay in school, or a job related to her interest in computer programming so that if she did work full-time, she would be gaining experience in a field that interests her.

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- About 10 minutes before the session ends, direct the group to the reading in their notebooks called Making Decisions. Drawing from this and the Cindy story, cite and give examples of the four most common mistakes people make when trying to reach a decision -- not knowing or finding out all possible alternatives; not considering their implications; relying on inferior sources of information; and collecting useless or irrelevant information.

You may say.......................................>

"NOT KNOWING OR FINDING OUT ABOUT ALTERNATIVES is one common mistake people make when trying to make a decision. In Cindy's case, she may not think of getting financial aid because she does not know it exists. Talking to people, reading, and asking questions are good ways of finding out about alternatives.

"Another common mistake that people make is NOT KNOWING THE IMPLICATIONS OF VARIOUS ALTERNATIVES. In Cindy's case, she has not considered how long she needs to work full time to save up enough money for school and, therefore, doesn't know whether she will finish college two or five or maybe more years later than she wants to.

"The third common mistake is NOT PROPERLY JUDGING THE VALIDITY, QUALITY, OR RELIABILITY OF THE SOURCE OF INFORMATION. Cindy's friend may not be the best source of information about jobs. (Also consider the student who reads a college catalogue that is obsolete.)

"Finally, there is the mistake of COLLECTING USELESS OR IRRELEVANT INFORMATION, which is like misjudging the source of information. Cindy didn't collect useless information, but since she is not serious about the man she is dating, her concern with his opinion may not be relevent to solving her problem."

- As a bridge into the next session on planning explain, using homely analogies, that having thought about their long-range goals and armed themselves with the basic how-to of decision-making, the students have taken the first important steps in planning. Tell them that once you have determined where you want to get to, the next move is to figure out the steps that need to be taken to get you from where you are to where you want to be, and the order in which to take them. You may say..........................>

"The first thing we need to do when we try to plan for our future is to understand our goals: where we want to be in the future. It's like going someplace by car: you have to know your destination before you can plan your route. The destination is the goal, the place to be reached, and the steps are the route you take to reach it. So after setting our goals, the next stage of planning is to try to figure out what we have to do in order to reach them.

"Goals are not reached — realised — overnight. Rarely are we able to set a goal and immediately do all we need to do to get what or where we want. Reaching a goal takes time, and not time where we just sit and wait, but time filled with doing all the little things that add up to reaching our goals.

"It's like having a party. If I want to have a party at my house next Saturday, I don't wait until Saturday and expect the party to just happen. Once I decide to have a party — that's my goal — there are things I have to do to accomplish it. These things are the STEPS I need to follow.

"Furthermore, there are things that I need to do today (such as think about who I would like to invite to the party) and there are things I need to do tomorrow (such as invite the people who I want to come). I may also need to make out a shopping list of what I need to get. Finally, there are things that I can do on Friday or early Saturday, like clean the house.

"So, to have the party, to reach my goal, I have to know the steps to take and also have some idea of timing — when and in what order to take those steps."

11:30 - 12:20 a.m. (50 minutes)
SESSION #14: PLANNING, PART I

■ The intent of this final morning session is:

- to demonstrate that life is full of occasions that require planning
- to illustrate, through a familiar event like moving to a new apartment, that plans must be broken down into one-by-one steps arranged in proper sequence
- to show that a plan is not irrevocable, but needs to be reviewed from time to time, and changed to reflect changing circumstances and new information

● Introduce this session by explaining that the group will now begin thinking in smaller steps. Propose an exercise: Moving to a new apartment one month from now. Ask students to suggest some of the things one would need to do to reach this goal. You may say.................................>

"To help us understand the process of planning, we'll use a familiar situation. Suppose you were going to move to a new apartment. You have found a nice place and signed a lease and you (and your family) want to move in one month from now. What are some of the things you would need to do to reach the goal of being in your new apartment in one month?"

● After the participants, with encouragement from you, start to mention things like "packing" and "moving the telephone," divide the group into two teams. Give each team several blank sheets of paper on which to make a list of all the things that they will need to do to reach the goal. Allow about 10 minutes for them to do so.

▲ This exercise can also be done as a group activity, with one of the participants acting as scribe.

◪ While students work on their lists, tape two sheets of newsprint to the wall.

- At about 12:00, whether or not the teams are finished, ask each to read its list as you write the steps each team identifies on the newsprint sheets you have taped to the wall.

- When each team's newsprint list is finished, highlight the differences among the lists with special emphasis on items that one team included but that another team might have left out.

- Now ask the participants to review the list and try to determine which things need to be done before other things. (For instance, you need to get cartons before you can pack. You need to know the exact date of the move before you have the electricity turned off in your old apartment.) Encourage the group to discuss as many of these examples as they can discover in the few minutes left.

You summarize by saying that in planning we need first to set our future goals and resolve conflicts among them; then to figure out what steps are needed to reach them and in what order to take them. It is necessary to translate the very general — the very big, very far away — into the very specific — the very small, the very soon.

You may say.......................................>

- Before breaking for lunch, take down and give the students the newsprint sheets they filled during the Reunion exercise.

"Planning really involves a number of different ingredients. First setting our future goals and resolving any conflicts among them. Then we figure out what steps to take to get from where we are to where we want to be and determine the order in which they should be taken.

"We begin by thinking about what we want to have happen in the future and finally about what we need to do right now. It's like going from the very general — the very big, the very far away — to the very specific — the very small, the very close in time. We start off thinking about moving in one month and we need to end up planning to call about the electricity next Tuesday."

12:20 - 12:30 p.m. (10 minutes)
MOVEMENT

- EVERYONE moves to the lunchroom.

12:30 - 1:15 p.m. (45 minutes)
LUNCH

1:15 - 1:24 p.m. (10 minutes)
MOVEMENT

- Return with your group to your meeting room.

1:25 - 2:55 p.m. (90 minutes)
SESSION #14: PLANNING, PART II

■ The intent of Part II of the final working session is:

- to have each student apply what she has learned about planning and decision-making to design her own Career Plan
- to conclude the program with an exercise highly specific to each student that will give her a practical step-by-step scheme that will move her along her career path.

- Refer students to the copy of My Career Plan, in their notebooks, which asks them to list one long-range goal they want to reach by age 27 or 28 (ten years from now), two intermediate goals for one year hence, and the steps they will need to take during this year to reach their intermediate goals. Relate this exercise to the morning's Reunion, which dealt with goals (and ask the students to confine their goals in the present session to education and work) and to the Moving exercise which dealt with detailing and ordering steps.

- Have the participants begin by selecting one of their long-range goals to enter in the top rectangle on the worksheet. Next ask them to think of two intermediate goals (related to their long-range goal) they would like to reach this coming year. The two goals should (a) help them get where they want to be in 10 years, and (b) make them feel good about themselves — make them feel that they can accomplish something important in the next 12 months.

  You may say...>

"Now, using what we've found out during the Workshop, we're going to design our own personal career plans.

"Choose one of the long-range goals you circled on your Reunion newsprint. Write that goal in the top rectangle on your worksheet. That's your 10-year goal, and it's a big one. Since it would be very hard to figure out right now all of the steps it will take to reach that goal, let's think of two intermediate or short-range goals — two smaller education or work goals, related to your 10-year goal — that you could reach in one year. Write those two one-year goals in the remaining two rectangles on your sheet. Your short-range goals should be things that will help you get where you want to be in ten years and which, when you've done them, will make you feel you've accomplished something important."

- After participants have written their intermediate (one-year) goals on their worksheets, have them to complete the form by listing all the little steps they can think of that will be useful in helping them reach those goals.

  You may say...>

"The last stage in our planning is to do what we did in the Moving exercise — to figure out what small steps we can take to reach our immediate goals between now and a year from now and in what order to take them.

"Use the staircases under each intermediate goal to write in what steps you need to take to reach that goal. Start on the bottom stair and try to write down your steps in the order you think they should be taken."

As the students work, move about helping individuals as needed.

- When the students complete their plans, emphasize the need for continual planning, and for reviewing and reshaping plans from time to time as a person changes or as circumstances change.

- Remind them that even little steps may require decisions, and review the stages of decision-making discussed before lunch. Have students refer to the worksheet Next Steps and check off the very "next steps" they think they need to take toward achieving their goals, basing their choices on the Career Plan they have just designed and keeping Cindy's mistakes in mind. You may say..............................>

  Suggest that they might want to tack Next Steps up at home as a reminder of what they said they need to do.

- You may want to conclude this last small-group session by offering an open invitiation to students to look you up on campus in September, by suggesting an exchange of phone numbers, and/or by discussing the possibility of a real reunion on campus in the Fall or other means of staying in touch with each other. Finally, say your own good-bye to each student.

- Escort your group to the general assembly room for the graduation cermony.

If there is sufficient time, ask students to share their career plans with the group. It is very important that every student leave with clearly stated long-range and intermediate goals and steps.

"Based on your Career Plan and what you want to accomplish in the next year, and thinking about the mistakes Cindy made . . . check (on the Next Steps sheet) all the things you think you need to do or find out by June to help reach your goals."

2:55 - 3:05 p.m. (10 minutes)
MOVEMENT

3:05 - 3:45 p.m. (40 minutes)
GRADUATION

- [As participants arrive in the general assembly room they may be asked to complete an End-of-Workshop Rating Form.]

◩ You and the other Group Leaders sit among the participants in the audience.

- After the MODERATOR thanks everyone for her participation in the Workshop, the COORDINATOR introduces the Commencement Speaker, who speaks for approximately 15 minutes, about her own career path and emphasizes the need for women to plan their careers in today's world.

- After thanking the Speaker, the COORDINATOR then introduces the Group Leaders one at a time in alphabetical order. As each GROUP LEADER is introduced she moves to the microphone to introduce each of the participants in her group. The first GROUP LEADER asks the young women to come forward when their names are called to receive her Certificate of Completion from her Group Leader.

◩ The Certificates of Completion you will present to your students will be handed to you by the Moderator when you step up to the podium. Each will bear the name of the student for whom it is intended.

- After the last Group Leader has presented her group with their certificates, the COORDINATOR thanks the Moderator, her Staff, the Group Leaders, and the Students for making the program such a resounding success.

She then concludes the ceremony by summarizing the goals of the Workshop, stressing that

- the Workshop did not and could not give students all the answers. What it tried to do was to show them how to find their own answers to their own questions
- the important questions to ask are those about ourselves (what makes me feel good, what fulfills my values and interests, what makes use of my skills) and about the external world (what are the options, what are the requirements, what are the rewards)
- by attempting to present as realistic a picture as possible of women in the world, the Workshop hoped to help each participant take her place as an adult and assume responsibility for her way of life.

- When the graduation formalities have ended and the students have departed, you and the other Group Leaders join the Coordinator and other members of the Workshop Staff for a final debriefing and mutual admiration celebration.

APPENDIX B

SAMPLES AND MODELS OF PRINT MATERIALS

APPENDIX B

PRINT MATERIALS

PRE-WORKSHOP

- Application Form

DAY ONE

- Workshop Overview
- Agenda for Day One
- Welcome
- What This Program is All About
- Did You Know That According to Recent Statistics...
- Group Leader Autobiography
- Feeling Good About Myself
- What Are My Skills? (Parts I and II)
- What Do I Value? (Parts I and II)
- Your Interest Inventory

DAY TWO

- Agenda for Day Two
- Did You Know That...Most Careers Involve Math
- Mathematician's Autobiography
- Twelve Math Myths
- Everyday Math
- Math Games...We Play on Ourselves...and Others Play on Us
- Questions to Consider...for College Students
- College Senior Autobiography
- Typical Community-College Student Schedules
- Career Programs Available at [name of your college]
- College Checklist

DAY THREE

- Agenda for Day Three
- Questions to Consider...When Interviewing Working Women
- Working Woman's Autobiography
- More Than You Probably Want to Know About Careers
- Sources of Career Information: A Bibliography and Guide

} to be included in the Career Information Packet

- Career Characteristics Data Guide

DAY FOUR

- Agenda for Day Four
- Welcome Back...and Farewell
- Cindy's Problem
- Making Decisions
- My Career Plan
- Next Steps
- Certificate of Completion

IT'S MY LIFE!

from SENIOR to FRESHMAN...

Career paths workshop for women students

WHO IS IT FOR?

FEMALE HIGH SCHOOL SENIORS
who plan to attend community college and who want:

- to discover new careers
- to find the career best for you
- to meet and talk with working women
- to overcome fear of math
- to get the most out of community college

WHEN WILL IT BE?

MARCH 13-14-15 and APRIL 17, 1979

- on the Tuesday-Wednesday-Thursday in March you may be excused from classes
- the Tuesday in April is during Spring recess
- plan to come on all-four exciting days
- lunch and refreshments served at no cost

WHERE WILL IT BE?

IN MID-MANHATTAN
at CUNY'S Graduate School and University Center

- we will send you travel directions

HOW DO I APPLY?

FILL OUT THE APPLICATION INSIDE

- do it today! There are limited seats . . . so first come, first served
- be sure to answer all questions
- fold the application, staple or tape it closed, put on a stamp, and mail

IT'S MY LIFE!
Career Paths Workshop for Women Students

APPLICATION FORM

Dear Applicant:

We are asking you some questions about your background, and about your hopes for the future so that we may plan activities around you. The program you are applying to, as you go from being a high school senior to a college freshman, is based on the belief that in order to make good decisions about our lives we need to understand ourselves and the options that the real world offers.

Your answers to the questions will not be seen by your high school or the college you will be attending. Mail this applications directly back to us after you answer all questions as best you can. We will let you know soon if we can accept you into the program. Thank you.

1. Name:________________________ 2. High School:________________

3. Home Address:____

Zip Code:______________

4. Home Telephone Number:____________ 5. Official Class:____________

6. Circle your current year in high school: Freshman Sophomore Junior Senior

7. Looking back over all the courses or subjects you have studied, write in the names of:

Two in which you have done the best:____________ ____________

Two that you found most interesting:____________ ____________

Two that gave you most problems or anxiety:____________ ____________

8. What is your overall high school average?________________

9. Are you currently taking any math or science courses? ___No ___Yes; if yes,

What math courses are you taking now?________________________

What science courses are you taking now?________________________

10. Check the highest level of schooling you want to complete:

____High school degree

____Some college, no degree

____Community college degree

____Four-year college, bachelor's degree

____Other school; please explain:____________

____

11. Check which of these people in your immediate family went (or go) to college:

____Mother ____Father ____Sister ____Brother ____No one

12. List the names of colleges or other schools you would like to go to after you have graduated from high school. List them in the order that you would prefer. (Check here if you do not intend to go on to school:____)

*First Choice*____________ *Second Choice*____________ *Third Choice*____________

13. Check to show how likely it is that you will go to the schools you listed above:

First choice: ___Very likely ___Somewhat likely ___Not very likely ___No chance
Second choice: ___Very likely ___Somewhat likely ___Not very likely ___No chance
Third choice: ___Very likely ___Somewhat likely ___Not very likely ___No chance

14. After you finish all your schooling, what careers or jobs would you be interested in? List three choices of careers in the order that you would prefer:

*First Choice*__________ *Second Choice*__________ *Third Choice*__________

15. Check to show how likely you think it is that you will enter the careers you listed.

First choice: ___Very likely ___Somewhat likely ___Not very likely ___No chance
Second choice: ___Very likely ___Somewhat likely ___Not very likely ___No chance
Third choice: ___Very likely ___Somewhat likely ___Not very likely ___No chance

16. Briefly explain what you would like to get out of this special workshop program for women:

17. To what ethnic group do you belong? (Note that this question is optional.)

___American Indian ___Black ___Hispanic ___Oriental ___Other:__________

18. Do you have a physical handicap that requires special arrangements? ___No ___Yes; if yes, please describe your needs:

19. Lunch will be served on the workshop days. Do you need a special diet for either health or religious reasons? ___No ___Yes; if yes, please describe your needs:

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Staple or tape
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Graduate School & University Center
City University of New York
33 W. 42 Street
New York, New York 10036

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IT'S MY LIFE!
from SENIOR to FRESHMAN...

IS THIS PROGRAM FOR YOU? YES, it is planned by you for you...

The Career Paths Workshop will help you move from *HIGH SCHOOL SENIOR* to *COMMUNITY COLLEGE FRESHMAN*... meet other women in college... talk with women working in different fields, at different jobs... find out about job requirements and opportunities...

Want to explore what you're really good at? What careers there are that meet your needs for... money... respect... security... excitement? Are you concerned about your future and the decisions you will have to make?

If you think *maybe YES* to these questions, *THIS PROGRAM IS FOR YOU!*

Sponsored by the CASE Institute for R and D in Occupational Education, City University of New York (with a VEA grant from the New York State Department of Education, Grants Administration Unit.)

DAY ONE

M

IT'S MY LIFE!

WORKSHOP OVERVIEW

DAY ONE: "Me, Myself, and I"
[Tuesday, March 13, 1979. 8:45 a.m.-3:40 p.m.]

- What makes me feel good?
- What are my values?
- What are my interests?
- What skills do I have?
- What skills do I want?

We will explore what we are good at, what we want to be better at, and what it is we find interesting and meaningful.

DAY TWO: "College Choices"
[Wednesday, March 14, 1979. 8:45 a.m.-3:30 p.m.]

- Can I overcome my problems with math?
- Should I take more math?
- What will college be like?
- How can I get the most out of college?

We will discuss problems with math, some techniques for overcoming them, how much math is required for different careers, and get a feel for college life by talking with college students.

DAY THREE: "Women and the World of Work"
[Thursday, March 15, 1979. 8:45 a.m.-3:15 p.m.]

- How do I learn about careers?
- What careers fit my interests?
- What are new careers for women?
- How to combine family, school, and work?

We will meet with women working in various careers and discuss our own career possibilities and alternatives.

DAY FOUR: "Getting My Act Together"
[Tuesday, April 17, 1979. 8:45 a.m.-3:45 p.m.]

- What is a decision?
- How do I make the right decision?
- Can I plan for the future?
- For how long is a plan good?

We will learn what steps are involved in decision-making and planning and develop our own personal career plans. Certificates of completion will be awarded at a graduation ceremony.

REMINDER: If you are unable to attend a particular workshop session, please call us at *[221-3519]* before 9:00 in the morning.

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AGENDA

DAY ONE: "Me, Myself, and I"
[*Tuesday, March 13, 1979*]

8:45–9:00 a.m.	REGISTRATION and REFRESHMENTS
9:00–9:15 a.m. Room [*100*]	WELCOME [*Barbara R. Heller*], Coordinator
9:00–9:30 a.m. Room [*100*]	WORKSHOP INTRODUCTION [*Lore Jarmul*], Moderator
9:40–Noon Go to Room [*829*]	FEELING GOOD (Session #1) [*Group Leader's Name*]

Group Leaders

[*Uda Bradford, Professor*
Kingsborough Community College]

[*Francine Campone, Professor*
New York City Community College]

[*Aida Ceara, Professor*
LaGuardia Community College]

[*Arthurine De Sola, Professor*
LaGuardia Community College]

[*Patricia Evanosky, Professor*
Queensborough Community College]

[*Margaret Hayes, Director of Admissions*
Borough of Manhattan Community College]

[*Lore Jarmul, Assistant to the*
Dean of Students
Queensborough Community College]

[*Evelyn Kish, Professor*
Bronx Community College]

12:10–1:00 p.m. Room [*1700*]	LUNCH
1:10–3:40 p.m. Go to Room [*829*]	SKILLS, VALUES, and INTERESTS (Sessions #2, #3, #4) [*Group Leader's Name*]

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The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036

[*March 13, 1979*]

WELCOME!

We are delighted to welcome you to IT'S MY LIFE! — a special program planned for high school women like you. We have four full and exciting days to look forward to, so let's begin.

Please — hang up your coat
— help yourself to some refreshments
— find a seat, and
— pin on your name tag (it's in your folder)

As you see, your folder is filled with materials. Some you will use today; others are for you to look at in your free time. All are yours to keep.

- There is something we need you to help us with right now. *

We want to evaluate this program — to find out where we have been successful and where we can do a better job. The best evaluations include the opinions of participants. So right now, and at several other times during the Workshop, we will ask you to share your opinions with us. Although we will collect copies of the forms you fill out, your responses are CONFIDENTIAL — no one at your school will see them, and the Workshop staff will see only your code number (those little numbers in the upper right-hand corner on some pages).

- PLEASE TURN TO THE "PARTICIPANT'S QUESTIONNAIRE" in your folder.

Give us your honest opinions. Notice that as you write you are making a carbon copy. When you have finished we will collect the original and you will keep the carbon.

Please remember ... if at any time during the program you have questions or need help, feel free to ask one of the people wearing a badge that says [*CASE*]

We hope you enjoy IT'S MY LIFE!

[*Barbara R. Heller*], Coordinator
[*Victor D'Lugin*], Co-coordinator

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* This boxed section applies only if you are administering an assessment instrument at this time. If not, substitute a paragraph suggesting to students that they read What This Program is All About, the Day One Agenda, and the Group Leader Autobiographies as they wait for the program's formal opening.

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IT'S MY LIFE!

WHAT THIS PROGRAM IS ALL ABOUT

This program is for high school seniors making the transition to college. It was planned specifically for women students who will be college freshmen next year. Why are we particularly interested in these young women? One reason is that women usually plan their futures very differently from men. Many believe that they will work for only a short time before marrying and settling down to the unpaid job of wife and mother.

The truth is that that is unlikely in today's world. Statistics show that you will probably work after you marry, and even during the time you are raising your children. Today, 6 out of 10 women between the ages of 25 and 34 work outside their homes. And 45 percent of mothers with children six years of age or younger are working. If a woman does not marry, she is even more likely to work, and to work for more years. The chances of working are also higher for minority group women and for women with college educations. Whatever you think your particular future will be like, 9 out of every 10 students in this room are likely to work outside of their homes during adulthood.

Obviously the work people do is a very important part of their lives. Since women are not used to planning for a lifetime of work, many end up in low-paying jobs — jobs that give them little opportunity to grow, to learn, or to use their abilities — jobs in which there is little chance for advancement and promotion.

Yet there are many career opportunities that women usually don't think about — careers that used to be thought of as exclusively for men. These nontraditional careers can be very exciting. In general, they offer better salaries and greater opportunity for advancement than do traditional women's careers. In some cases these careers may not seem easy to prepare for or to pursue. Many require that you study math or science. In some you may be one of the few women at your work site. But this is what this program is all about, to explore how you can make these requirements work for rather than against you.

We are going to spend a lot of time during this Workshop talking about careers that are nontraditional for women. Why? Because in the next few years employment opportunities for women with training in these fields will be very very good, partly because there are now so few women working in them and because the law says that businesses must hire more (it's called affirmative action).

Each of you told us on your application what work you though you would like to do after you complete your schooling. Several of you want to be secretaries — medical, legal, or executive. Some want to go into nursing. Others want to be models, actresses, or writers. However, all of you have in common a degree of uncertainty about these careers. You were, in fact, invited to this Workshop because, based on what you told us about yourself, you want to learn more about new career possibilities. You were, chosen to participate because of your openness to new ideas.

During the Workshop you will meet many women: women in such nontraditional careers as police work; women in such traditional careers as nursing; women who started out in one occupation and ended up in another. You will also talk with college seniors majoring in some of the nontraditional careers we will be talking about who will soon be making their own transition from college to the world of work. Listen to what all of these women have to say. Ask them questions. As importantly, ask yourself questions. Keep an open mind. Don't feel you have to make the one-and-forever career choice today or by the end of the Workshop. We want you to consider various choices. Planning for school, planning for a career, and planning one's personal life are all on-going activities. But we believe that in these next four days we can make and important start.

There are four valuable things that you can get out of this program. First, you will learn new ways of looking at yourself and of making decisions. Second, you can learn about a lot of different careers, including many you may never have heard of, in which you can use your skills and satisfy your needs. Third, you will discover that people can and do change careers as they themselves grow and change, and that they live more satisfied lives as a result. Finally, we hope that you will end up feeling as strongly as we do that you have the potential to succeed at whatever you choose to do in your working life.

____
Program Coordinator

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IT'S MY LIFE!

DID YOU KNOW THAT ACCORDING TO RECENT STATISTICS ...

- YOU WILL BE WORKING LONGER THAN YOU MAY THINK.

  -During the 1970s more women were working outside the home than ever before.

  -Over 60% (that's 6 out of 10) of all women between the ages of 25 and 34 are working. Most are married and have children.

  -Almost half of the women with young children (under age 6) are working.

  -As a married woman, YOU can expect to work outside the home for at least 25 years. Women who don't marry can expect to work for some 45 years.

- MEN AND WOMEN TEND TO HAVE DIFFERENT CAREERS.

  -Only 1% of the top jobs are held by women.

  -Both men and women work in private businesses, but almost 77% of the managers are men while 80% of the clerical workers (these are typists, secretaries, bookkeepers, cashiers, and so on) are women.

  -Men and women both can be laborers, but 97% of construction workers are men while 98% of housekeepers and maids are women.

  -Men and women are found in health occupations; 97% of nurses are women while 76% of pharmacists are men.

  -Both men and women go into dental occupations, but 88% of dental assistants are women while 77% of dental laboratory technicians are men.

- DIFFERENT CAREERS OFTEN MEAN DIFFERENT SALARIES.

  -For every dollar a man earns, a women earns $.62.

  -The average secretary earns less than half the salary of the average manager.

  -The average nurse earns 20% less than the average pharmacist.

  -The average dental assistant earns 25% less than the average dental lab technician.

WHY ARE THESE FIGURES IMPORTANT TO YOU?

- Because since you may spend so much of your adult life working, it is important to choose a career that is right for you.
- Because, as a woman, you may be considering only those careers that woman have traditionally chosen, many of which tend to be lower paying and to offer less opportunity for advancement than typical "men's careers."

BUT WAIT! CAREER OPPORTUNITIES NOW EXIST FOR WOMEN IN WHAT USED TO BE THOUGHT OF AS MEN'S FIELDS--CAREERS THAT MAY OFFER BETTER PAY AND BE MORE REWARDING FOR YOU.

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IT'S MY LIFE!

I AM . . . MARY RUBIO, Counselor
New York City Community College

My earliest career fantasy was that I would help the whole world. Today, I have settled for a very small corner of it. That corner is the guidance department of New York City Community College. I counsel students, work with groups to plan their school programs and improve their study skills, and develop career exploration workshops (much like this one). Students come to me with questions that range from what major to choose to help in family planning. Each student's problem presents a new challenge for me.

I was born in Manila in the Philippines. But because my family moved to this country when I was only five, I've always considered Brooklyn my home. I went to a local high school where I dreamed of becoming a doctor. Think of all the people I could help then! However, medical training requires many years of schooling, and I knew my family could never afford the expense. The only career advice I ever got was: "Take typing...just in case. As a secretary you'll always have something to fall back on."

Although my hopes of becoming a doctor were dashed by the expensive schooling it required and my mediocre grades (I was a C+ student), I was still interested in helping people. So when I graduated from high school I enrolled as a full-time student at a nearby college. However, after a year, I needed a job to meet expenses. Even with some college the only job I could get was as a secretary. I did have something to fall back on--and at least I was making money. Two secretarial jobs later, however, I was dissatisfied. This certainly was not the work I had envisioned for myself! So, while I continued working as a secretary, I went back to college part time, earning a B.A. degree in psychology.

While I was getting my B.A., I also got married, and for the next seven years my career was that of full-time wife and mother of two. When I went back to work as a research assistant for a market research company, I began to notice that many of the people I met were having difficulty in making decisions about what educational and career opportunities to pursue. I was reminded of my own concerns as a student, and decided I wanted to help people deal with these difficult decisions.

The logical step was to go into counseling, but I needed different training. I entered a graduate program in Counseling Psychology at the City University of New York where I am currently enrolled. I have worked as a counselor at New York City Community College since I began my graduate studies.

Today I derive a great deal of satisfaction from helping students make career decisions in line with their own personal needs, interests, and abilities--from being able to given them the kind of guidance I needed but never had.

I am very interested in how people, especially women, find careers that are right for them. In the future, I hope to do research in this area. Eventually, I think I would like to go into administration, perhaps as a director of a women's center.

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IT'S MY LIFE!

FEELING GOOD ABOUT MYSELF

We all do things that make us feel good about ourselves. Sometimes we feel good when others witness our success, like when we get a high mark on a test or speak in fron of a group. Other times we feel good when we do something privately, like learn how to drive or earn money on our own.

Below are four boxes. In each box briefly describe one thing you did that made you feel good or made you feel that you accomplished something. Note about how old you were at the time. Think back over your entire life and remember things you did when you were younger as well as things you have done recently.

I FELT GOOD ABOUT MYSELF WHEN ...

About how old were you?___

About how old were you?___

About how old were you?___

About how old were you?___

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IT'S MY LIFE!

WHAT ARE MY SKILLS? (Part I)

Some of you may be able to express yourselves well in writing. Others may be handy with a sewing machine or an electric drill. Many of you may be able to work for long periods of time without tiring. These are skills. Activities you enjoy and feel good doing are often those that allow you to make use of your skills or talents.

All jobs demand skills of some sort. Knowing what skills you already have can help you identify careers that may be of interest to you because they require these skills. If you want a career that requires still other skills, you can work to improve or acquire those you'll need.

A good way to find out which skills you already have is to rate yourself on how well you do certain things. Below is a list of skills. Each skill is defined briefly, but ask the group leader if any are unclear. Read the list; then go back and rate yourself on each skill.

If you do it VERY WELL......Circle 1
If you do it SOMEWHAT WELL..Circle 2
If you do it NOT VERY WELL..Circle 3

Remember, there will be some things you do very well and some you don't do as well. Work quickly, but be careful and honest. No one else will see your answers.

	I CAN DO IT . . .		
TYPES OF SKILLS	VERY WELL	SOMEWHAT WELL	NOT VERY WELL
WRITING: express myself in written words...............	1	2	3
SPEAKING: express myself in ordinary conversation......	1	2	3
PUBLIC SPEAKING: express myself in front of a group or audience...	1	2	3
WORD MEMORY: remember names, book titles...............	1	2	3
COMPREHENSION: understand the meanings of words in books, reports......................................	1	2	3
EDITORIAL: improve and make clear the writing of others.	1	2	3
TEACHING: explain things to others; help them learn or understand..	1	2	3
INSIGHT: understand other people's behavior............	1	2	3
SENSITIVITY: understand and consider other people's feelings...	1	2	3
COUNSELING: help people figure out what to do, or help them understand themselves..........................	1	2	3
WORKING UNDER PRESSURE: complete a task when there is a lot to do and little time to do it.................	1	2	3
COMPUTING: do arithmetic quickly and accurately........	1	2	3
NUMBER MEMORY: remember combinations of numbers, such as telephone numbers................................	1	2	3
MANAGING MONEY: budget or save money; keep records; give and get correct change...........................	1	2	3

	VERY WELL	SOMEWHAT WELL	NOT VERY WELL
MECHANICAL: understand how machines or tools work	1	2	3
MANUAL DEXTERITY: use hands to fix, build, put things together	1	2	3
STAMINA: have physical endurance; don't tire easily	1	2	3
COORDINATION: can use my body as in physical labor, sports, dance	1	2	3
OPERATING: use tools and machines, like a drill or sewing machine	1	2	3
RESEARCH: gather information; find out things in a systematic way	1	2	3
ANALYZING: understand what goes together; separate what is important from what is not	1	2	3
PROBLEM SOLVING: figure out the solution to a problem, like how to get to a place	1	2	3
PREDICTING: plan ahead; figure out in advance what will happen	1	2	3
EVALUATION: review something completed and understand how to do it differently or better	1	2	3
ARTISTIC: create works of art as in painting, poetry, crafts	1	2	3
PERFORMING: play a musical instrument, act, or dance before an audience	1	2	3
IMAGINATION: figure out new ways to do things with words, ideas, or objects	1	2	3
SUPERVISION: take charge, manage things, direct others.	1	2	3
TEAMWORK: work with others as a group to complete a task	1	2	3
START-UP: work from scratch; begin a project or task without direction from others	1	2	3
ORGANIZATION: plan, divide up work for yourself and others so it gets done	1	2	3
DECISION-MAKING: judge; weigh the pros and cons and decide what action should be taken	1	2	3
DETAIL: work quickly and accurately with many small bits of information, material, or things	1	2	3
ORDERLY: arrange things neatly in the order you will use them or so they can be found when needed	1	2	3
FOLLOW-UP: take over a task started or thought of by someone else	1	2	3

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IT'S MY LIFE!

WHAT ARE MY SKILLS (Part II): HOW I USE MY SKILLS EVERY DAY

During even the most ordinary day we all do many different things. What we do often depends on whom we are with and where we are. Much of what we do everyday calls upon our skills.

Although you may be aware that you use different skills at different times you may be surprised at the number of different ways you use the same skill. What we want you to do is to pick four of your best skills (use four you do very well from the list you just completed). Write one of the four skills in each of the four columns headed ONE OF MY BEST SKILLS IS... Then, write how you use that skill differently at school, at home,at work, when you are alone, and socially with friends or relatives. If you can't fill in a box, leave it blank. We've included an example for you.

	Example: ONE OF MY BEST SKILLS IS... *Writing*	ONE OF MY BEST SKILLS IS..	ONE OF MY BEST SKILLS IS..	ONE OF MY BEST SKILLS IS..	ONE OF MY BEST SKILLS IS..
AT SCHOOL	*Compositions* *English tests*				
AT HOME	*Shopping list* *Note telling my mother where I'm going*				
AT WORK	*Taking telephone messages*				
ALONE	*Writing a letter*				
IN SOCIAL SITUATIONS	?				

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IT'S MY LIFE!

WHAT DO I VALUE? (Part I)

Everyone has beliefs that are important to them. Some of you may care about close, loving relationships. Others may desire to be rich or famous. Other people find it important to be helpful. Still others want to be the boss. These important feelings and beliefs are called values. Values are very personal. The particular set of values we hold is one of the things that make each of us unique.

Work can be more rewarding if it satisfies a person's values. Careers differ in what they offer. If you know what your values are, you can choose a career more likely to satisfy them.

Values can be rated like skills. It's a little harder because so many seem important. Read through the following list of values and their definitions. Ask your group leader to explain any that are unclear. Decide how important each value is to you. Then rate each:

If the value is IMPORTANT............Circle 1
If the value is NOT IMPORANT.........Circle 2
If you DON'T KNOW or CAN'T DECIDE....Circle 3

Try to be as honest as possible. Remember, each person has different values--there are no right or wrong ones.

	THIS VALUE IS...		
TYPES OF VALUES	IMPORTANT	NOT IMPORTANT	DON'T KNOW
FRIENDSHIP: strong personal and social relationships..	1	2	3
TEAMWORK: work closely with others as part of a group..	1	2	3
COMPANIONSHIP: close, intense, loving relationships..	1	2	3
ART: add beauty to the world; create something...	1	2	3
DECISION-MAKING: have the authority to choose what actions to take; make policies and rules...	1	2	3
LEADERSHIP: guide and direct others; be the boss.	1	2	3
OBEDIENCE: follow rules and respect authority....	1	2	3
CONTROL: be responsible for my own life; make my own decisions................................	1	2	3
WEALTH: have more money than the average.........	1	2	3
SECURITY: have stability; like to know what will happen..	1	2	3
FAME: be well-known in my field..................	1	2	3

TYPES OF VALUES	THIS VALUE IS... IMPORTANT	 NOT IMPORTANT	 DON'T KNOW
COMPETITION: rivalry; strive to outdo other people	1	2	3
INDEPENDECE: rely on myself	1	2	3
SOLITUDE: have time alone; do what I like without other people	1	2	3
PUBLIC CONTACT: day-to-day contact with lots of different people	1	2	3
INTELLECT: gain knowledge, understanding, wisdom.	1	2	3
LEARNING: keep up with new things and developments	1	2	3
CREATIVITY: be inventive; solve new or unusual problems; try new ideas	1	2	3
GROWTH: make the most of my potential; be the kind of person I want to be	1	2	3
AMBITION: want to advance; work hard; aspire	1	2	3
RESPECT: have others consider what I do is important	1	2	3
SOCIAL WORTH: improve the world I live in	1	2	3
HELPING: assist others in need; work for their wellbeing	1	2	3
FLEXIBILITY: not having a set schedule; not doing the same things at the same time	1	2	3
ROUTINE: having a set schedule with few unexpected changes	1	2	3
VARIETY: do many different things or be in many different places; enjoy change	1	2	3
EXCITEMENT: do things that are thrilling, challenging or risky	1	2	3

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WHAT DO I VALUE? (Part II): HOW I SATISFY MY VALUES

We satisfy our values in many of our daily activities, just as we use our skills. Below is a chart similar to the one you just completed for your skills. Here, we want to see how we realize our values in everyday situations.

Look back over the list of values you just rated, Pick four that are most important to you. Write one value in each of the four columns headed AN IMPORTANT VALUE IS. Then, write how that value is satisfied at school, at home, at work, when you are alone, and in social situations with friends and relatives. If you cannot think of an answer for every box, just leave it blank. Look over the example.

HOW I SATISFY MY VALUES...	*Example:* AN IMPORTANT VALUE IS... *Solitude*	AN IMPORTANT VALUE IS..	AN IMPORTANT VALUE IS..	AN IMPORTANT VALUE IS..	AN IMPORTANT VALUE IS..
AT SCHOOL	*Doing a project by myself instead of with other students*				
AT HOME	*Listening to music in my room instead of watching TV with my family*				
AT WORK	?				
ALONE	*My hobbies; jogging, drawing*				
IN SOCIAL SITUTATIONS	?				

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IT'S MY LIFE!

YOUR INTEREST INVENTORY

Attached are the results of the career interest inventory you completed and returned to us several weeks ago. Before you look at them, we would like to explain what an interest inventory is and how it can be useful to you.

An assessment of career interest provides an overall description of a person's likes and dislikes. Remember that when you filled out the questionnaire you were asked only if you liked, disliked, or were indifferent to certain jobs, school subjects, hobbies, and types of people. Your interest inventory results, or profile, give you a picture of what you said you liked and disliked. But it does something else also: it shows how your likes and dislikes compare with those of workers in different kinds of occupations.

The interest inventory you filled out was developed by taking the answers thousands of working people gave to the same questions you answered and grouping them by the kinds of jobs these people held. It was found that most workers in any given occupation tend to like and dislike many of the same things, but often not the same things that workers in other occupations tend to like and dislike. Because the inventory was designed this way, it is possible to compare your interests with those of many different groups of workers, including nurses, advertising copywriters, and chemical technologists.

KNOWING WHAT YOUR INTERESTS ARE AND HOW THEY COMPARE WITH THOSE OF OTHERS CAN HELP YOU CHOOSE A CAREER!

Your profile shows which kinds of workers have interests Similar to yours. BUT IT DOES NOT TELL YOU IF YOU WOULD BE SUCCESSFUL in those occupations — only that you might want to look into careers in these fields. For example, your profile may suggest that you would probably enjoy the way chemists spend their day, but does not say anything about your intelligence, or your skills, or whether you have a head for chemistry. All it tells you, in this instance, is that you have interests in common with chemists.

Knowing what your interests are and how they compare with those of workers in different occupations gives you one more way of understanding yourself, and another guide to use in exploring career alternatives.

If your questions about the interest inventory are not all answered today, make an appointment to review the results with your guidance counselor or grade advisor at school.

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DAY TWO

IT'S MY LIFE!

AGENDA

DAY TWO: "College Choices"

[*Wednesday, March 14, 1979*]

8:45-9:00 a.m.	**REGISTRATION and REFRESHMENTS**
9:00-9:15 a.m. Room [*100*]	**WELCOME** [*Lore Jarmul*], Moderator
9:15-9:40 a.m. Room [*100*]	**MATH PRESENTATION (Session #5)** [*Stanley Kogelman*], Mathematician
9:50-11:50 a.m. Go to Room [*824*]	**MATH GROUPS (Session #6)** [*Group Leader's Name*] [*Mathematician's Name*]

Mathematicians

[*Carol Heines, Mathematician*
Cherry Hill, New Jersey]

[*Brita Immergut, Instructor*
LaGuardia Community College;
Faculty, The New School for
Social Research]

[*Evelyn Keller, Professor*
SUNY College at Purchase]

[*Stanley Kogelman, Director*
Mind Over Math]

[*Judith Langer, Professor*
Westchester Community College]

[*Anneli Lax, Professor*
New York University]

[*Elizabeth Ruedy, Instructor*
St. Ann's Episcopal School;
Faculty, The New School for
Social Research]

[*Susan Schindler, Professor*
Baruch College, CUNY]

Noon-12:50 p.m. Room [*1700*]	**LUNCH**
1:00-3:30 p.m. Go To Room [*829*]	**COLLEGE LIFE AND REQUIREMENTS** **(Session #7** [*Group Leader's Name*] [*College Students' Names*]

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DID YOU KNOW THAT ... MOST CAREERS INVOLVE MATH?

Some of us enjoy working with numbers, others do not. Whatever our feelings about it, math is an important tool that is used in many different kinds of jobs. In fact, math is used in almost all careers, often in ways we don't realize. For instance, did you know that . . .

- Many workers in the fashion industry have to deal with numbers. Designers decide how much to charge for a dress by computing costs. When pattern makers adjust the measurements of their templates to correspond with different dress sizes, they use math.
- A very important part of a travel agent's job is estimating travel expenses for customers. This requires skill with numbers.
- Social work aides use math to compute a family's annual income to determine what benefits they are eligible for, and to help families budget their money.
- Commercial artists must scale their art work to fit on a printed page. This requires math. When working on an advertising layout, they have to adjust their design to fit a certain area.
- Store owners or managers are required to withhold the proper percentage of employees' paychecks to cover social security, city, state, and federal taxes. They need skill in math to do this.
- Real estate agents use math to help customers buy a house. They determine the amount of the mortgage needed, the percentage of the sales price required for the down payment, and the amount of the monthly payments. Agents must also compute their own commissions.
- Hotel and restaurant managers need math skills to keep their books and balance their accounts accurately.
- Photographers need a knowledge of math to develop film in a darkroom. They must measure the amount of time film needs to be kept in developing solutions of various strengths. They also use computational skills to enlarge pictures.
- Nurses need math skills to administer proper dosages of medication to patients at the proper time in accordance with the medical doctor's instructions. Nurses also need to understand the metric system and be able to translate back and forth into U.S. Equivalents.
- In addition to typing, stenography, and general office work, secretaries are often required to assist in billing and purchasing. To type a statistical table or chart, they must be able to estimate how it will fit on a page. All this requires at least a basic knowledge of math.

You may be surprised that these careers require math. They are only a few of the hundreds of careers that do. Waitresses, plumbers, and cosmetologists also use numbers. Can you think of any others? It might be fun to add to this list.

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IT'S MY LIFE!

I AM . . . JANE SMITH, Mathematician

Bronx Community College

My job is often challenging, sometimes frustrating. I am a mathematics instructor at Bronx Community College. One of the things I enjoy most about mathematics is that problems that can be solved by math, unlike other problems of everyday life, can be worked out in an orderly way. Teaching math gives me the opportunity to experience other people's excitement in solving problems. Frustration arises, however, because many students don't feel comfortable with math.

In high school my favorite subject was math. So when I entered Queens College I chose to major in that subject. I enjoyed my math courses, although I was one of only a handful of females in those classes. My friends, especially my dates, often told me "You don't look like a math major." And a professor once showed me a picture of a very famous female mathematician who somewhat resembled a bulldog and said "this is what female mathematicians look like." Did he really believe that studying mathematics would transform me into a duplicate of her?

After graduation from college, I worked in the billing department of a large hospital. The job involved keeping records of patients' charges up-to-date. Since it required working with figures, this position enabled me to use some of my math skills. But after about a year I began to feel that something was missing: I wanted a closer working relationship with people. Teaching seemed to be a field where I could combine my interest in math and my desire to work with others.

I enrolled in a master's program in math at Queens College. To support myself, I continued to work while I was in school. After I received my degree, I taught high school math for six years and continued to take more courses at Queens College. With a doctorate in math education and six years of teaching experience, I moved onto college teaching where I could take on a wider range of responsibilities. At Bronx Community College, I edit mathematics textbooks and tutor students as well as teach.

Along the way I was married and had a daughter who is now eight years old. I taught part-time for the first few years after she was born. Now that she is going to school, I am able to work full time.

I intend to continue working in a college setting. In the future I want to experiment with different methods of teaching math and to share the results of my experiments (the failures as well as the successes) with other math instructors. Maybe we can find ways of teaching math that will help more people feel comfortable with it and even begin to like it.

Today, when people say to me "You don't look like a math professor." I just smile and reply, "Why not? That's exactly what I am, and I love it!"

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IT'S MY LIFE!

TWELVE MATH MYTHS*

What do you believe about math? Below are twelve statements about how math is done and about mathematicians. Read them over. How do they jive with your attitudes and feelings about math? Do they express some of your own beliefs and experiences?

- MEN ARE BETTER IN MATH THAN WOMEN.
- MATH IS NOT CREATIVE.
- MATH REQUIRES LOGIC, NOT INTUITION.
- IN DOING MATH YOU MUST ALWAYS KNOW HOW YOU GOT THE ANSWER.
- THERE IS ONE BEST WAY TO DO ANY MATH PROBLEM.
- IN MATH, IT'S ALWAYS IMPORTANT TO GET THE ANSWER EXACTLY RIGHT.
- IT'S BAD TO COUNT ON YOUR FINGERS.
- MATHEMATICIANS DO PROBLEMS QUICKLY, IN THEIR HEADS.
- MATH REQUIRES A GOOD MEMORY.
- MATH IS DONE BY WORKING INTENSELY UNTIL THE PROBLEM IS SOLVED.
- SOME PEOPLE HAVE A "MATH MIND" AND SOME DON'T.
- THERE IS A MAGIC KEY TO DOING MATH.
- ____
- ____

Each of these statements expresses a commonly held view about math. All are myths that give false impressions about how math is actually done. As likely as not, many of our negative attitudes toward math and our problems with it stem from believing myths such as these.

As you discuss these myths, see if you can add several myths of your own in the blank spaces above. ("Math is more important for men than for women" is an example of another myth, for in today's world both women and men need skill in mathematics to handle their everyday affairs competently and to be equipped for the very best careers.)

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* Adapted from S. Kogelman and J. Warren, Mind Over Math (New York: McGraw-Hill paperback, 1978) with permission of the authors.

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EVERYDAY MATH

We deal with numbers all the time in our daily life. Here are some events which could occur during the course of a normal day. Read them over, and write down your feelings and reactions.

* * * *

Before coming to the workshop this morning, I went out for breakfast. I had bacon and eggs for $2.15, orange juice for 45¢, and coffee was 35¢. Tax was the usual (8%), and I left a 15¢ tip.

* * * *

A friend of mine called to let me know about two secretarial jobs. She wanted to know if I could recommend anyone. One job pays $4.50 per hour for a 40-hour week. The other job pays $9,950 per week. I called a few people I knew to ask if they were interested.

* * * *

In the afternoon, I felt a slight headache coming on and decided to take 1 1/2 aspirin tablets. I noticed on the bottle that each tablet contained 325 mg. aspirin.

* * * *

Yesterday, I had to buy some supplies for the office. I bought two reams of paper for $3.85 each, four pens for 59¢ each, and one box of folders for $7.15. My office gets a discount of 10% on supplies.

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IT'S MY LIFE

MATH GAMES . . .

. . . WE PLAY ON OURSELVES*

Most of the time we have little conversations going on in our heads. Internal voices tell us how to feel (don't be nervous, stop worrying) and how to behave (be serious, stop being silly, control yourself). They compliment us (that was great, you did a good job, you deserve to celebrate) and criticize (don't be clumsy, that was dumb, that was stupid). When we are faced with math, these little voices tend to become very critical and can cause us to give up. These conversations are self-defeating games — games we play on ourselves. If you know what these games are, you will be able to stop yourself from playing them.

YOU ARE PLAYING MATH GAMES ON YOURSELF WHEN YOU THINK:

- Everybody knows what to do, except me.
- I don't do math fast enough.
- I'm sure I learned it, but I can't remember what to do.
- I knew I couldn't do math.
- I don't have a math mind.
- I got the right answer but I did it the wrong way.
- This may be a stupid question but ...
- It's too simple.
- Math is unrelated to my life.

. . . AND OTHERS PLAY ON US

Other people play math games on us as well. When they say things like, "You will never be able to do math" or "That's easy," we feel criticized and discouraged. Such comments are probably not true and they certainly aren't helpful. Once you recognize the math games others play, you will find they no longer affect you in a negative way. Here are sample comments to be on the alert for.

OTHERS ARE PLAYING MATH GAMES ON YOU WHEN THEY SAY:

- You did it the wrong way.
- You should know that.
- You will never be able to do math.
- It's obvious.
- That's an easy problem.

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* Adapted from S. Kogelman and J. Warren, Mind Over Math (New York: McGraw-Hill paperback, 1978) with permission of the authors.

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IT'S MY LIFE!

QUESTIONS TO CONSIDER . . . FOR COLLEGE STUDENTS

What is college life really like? In the next few years you will be going through what these college students are going through right now. They are here today to help you prepare for this new experience, so take advantage of this chance and ask them about all those things you have been wondering about.

The questions below may help you organize your thinking. Read them quickly. You may wish to ask some of these questions, or they may remind you of other questions you have. Remember -- go ahead and ask these college women about ANYTHING that comes to mind.

WHAT IS HER SCHOOL WORKLOAD LIKE?

- Is college much different than high school? How?
- How much homework does she have? How much readings is required? Are there daily assignments?
- How many tests does she have? How long before a test does she really start studying? Does she have final exams?

WHAT TYPES OF DECISIONS DID SHE MAKE?

- How did she choose her major? Is she happy with her decision? Can she change majors? How often?
- How did she know what courses were required?
- Has her career interest changed since high school? How?

WHAT IS HER SCHEDULE LIKE?

- How does she plan her schedule? Does she take courses in any particular order?
- How many courses does she take in one semester? How often do they meet? How long are they?
- Does she have any free time during the day? What does she do with it?

WHAT ACTIVITIES IS SHE INVOLVED IN?

- Are there clubs or sports teams at the college? Are they a good way to meet people? How do you join?
- What other extracurricular activities are there?
- Where do people hang out when they're not in class? Is there a central gathering place?

WHAT IS SOCIAL LIFE LIKE?

- Is it easy to make friends? Where did she meet people?
- Is there a lot of dating in college? How does she meet men friends?
- What's it like being a freshman? Are older students helpful?
- Did she have to get new clothes? Can she wear jeans to class?

WHAT ABOUT WORKING?

- Can one work and go to school? How do you plan your schedule to do both?
- Will the college help you find a job? Are there jobs on campus?
- What types of expenses does a student have? Can you make enough money working part time to pay them?

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College Senior's
Autobiography

IT'S MY LIFE!

I AM ... JOANNA QUINONES

Student at Queensborough Community College

Hi! I am a data processing major at Queensborough Community College. People often ask me how I got into this field. Well, I started college not knowing what I wanted so I majored in liberal arts, hoping to get a feel for a number of different subjects and discover what interested me the most.

My second semester I took a course in data processing a friend had taken and recommended. I enjoyed the class so much I decided to investigate data processing as a possible career. With the help of my counselor, I found that the data processing industry is one of today's fastest growing fields. So many organizations are converting to automated information systems that there is more and more demand for people with a knowledge of computers. The likelihood of steady employment and high salaries didn't discourage me either!

I'm now enrolled in the college's internship program. As an intern, I work a few hours a week at the computer facility of a large electronics company where I have the opportunity to apply what I learn in the classroom to a work situation, and to discover at first hand whether the computer field is right for me.

I like Queensborough Community College because it's large. There are advantages to a smaller school, but a larger one suits my needs best. I have always had many interests and hobbies, and the college has a lot of clubs and organizations. After being around campus for a while, you start recognizing faces. People are friendly and will return your smile. I've also found it easy to relate to my professors on a one-to-one basis. Most are interested in the students and willing to help with any problems that come up. I'm on the women's soccer team and belong to the gymnastics club and the drama club. These clubs helped to meet students who share my interests, so I feel I'm really part of things.

I grew up in Flushing, New York, and went to a public school high school. My grades were just about average, partly due to a very busy schedule. I took care of my two younger sisters during the afternoons because both my parents worked. In the evenings I worked as a waitress at McDonald's. Working was my decision. I liked earning my own money because I could spend it as I pleased. But waitressing could be a real drag. That's why I decided to continue my education. I just couldn't see waiting on tables forever. I chose Queensborough because it was near my home. I have worked hard at being a good student and, I must say, the work has paid off.

When I graduate, I hope to land a computer job with an airline because I want to travel. Some day I'd like to go back to school for a bachelor's degree. There are plenty of jobs in the computer field for people with different levels of education. I know that I'd like to get married some day and raise a family. If I can afford it, I might take time off from work while my children are young. But I hope my career will be interesting enough so that I will want to continue in it.

It hasn't all been easy. There were times I thought I'd never get through a course. I know I've changed a lot during these past two years. I'm interested in subjects now I didn't even know existed before. I feel more responsible for myself and my own future. And I admit that I like the prestige of being a college student. All in all, I wouldn't give up my past two years of college experience for anything in the world!

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M

IT'S MY LIFE!

TYPICAL COMMUNITY-COLLEGE STUDENT SCHEDULES

Name: JOANNA QUINONES

College: QUEENSBOROUGH COMMUNITY COLLEGE

Major or curriculum: DATA PROCESSING

TYPICAL WEEK IN MY FIRST SEMESTER

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00-10:00 a.m.		STUDY TIME				
10:00-11:00 a.m.						
11:00-Noon	ITALIAN I	ITALIAN	ITALIAN	ITALIAN	ITALIAN LAB	
Noon-1:00 p.m.			DATA PROCESSING CLUB			
1:00-2:00 p.m.	REMEDIAL MATH (required)	REMEDIAL MATH	REMEDIAL MATH	REMEDIAL MATH	LIBRARY (STUDY TIME)	
2:00-3:00 p.m.	STUDY TIME (LIBRARY)	ACCOUNTING I	STUDY TIME (LIBRARY)	HEALTH	ACCOUNTING-I	
3:00-4:00 p.m.		WORK		ACCOUNTING	REMEDIAL MATH	
4:00-5:00 p.m.	DATA PROCESSING B450		DATA PROCESSING B450 LAB	WORK		
5:00-6:00 p.m.						
6:00-7:00 p.m.						
7:00-8:00 p.m.						
8:00 p.m. - on						

TYPICAL WEEK IN MY SENIOR SEMESTER

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00-10:00 a.m.	BUSINESS ORGANIZATION	FREE	BUSINESS MANAGEMENT	BUSINESS MANAGEMENT	WORK	
10:00-11:00 a.m.	COMPUTER PROGRAMMING		COMPUTER PROGRAMMING	COMPUTER		
11:00-Noon						
Noon-1:00 p.m.	SYSTEM ANALYSIS & DESIGN WITH BUSINESS	WORK	WORK	WORK	SYSTEMS ANALYSIS & DESIGN	
1:00-2:00 p.m.						
2:00-3:00 p.m.	PRINCIPLES OF ACCOUNTING II		PRINCIPLES OF ACCOUNTING II	ACCOUNTING	WORK	
3:00-4:00 p.m.		ENGLISH		WORK		
4:00-5:00 p.m.	GO HOME		ENGLISH			
5:00-6:00 p.m.						
6:00-7:00 p.m.						
7:00-8:00 p.m.						
8:00 p.m. - on						

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M

IT'S MY LIFE!

CAREER PROGRAMS AVAILABLE AT
[*Fill in name of your college*]

We all have friends who seem to know exactly how they want to spend their working lives. They appear to have a clear sense of where they are going and how they will get there. For most of us, however, making career decisions is not easy. Our goals may not be clear; and even if we know where we want to go, we may not know the best way to get there.

It will be a lot easier for you to make career decisions if you know what your options are. For example, let's say you want to [*MANAGE OR OWN A RESTAURANT*]. Did you know that [*NAME OF YOUR COLLEGE*] offers a program in [*HOTEL AND RESTAURANT MANAGEMENT*]? Maybe you're creative with your hands and like to make things. The college's program in [*DENTAL LABORATORY TECHNOLOGY*] can train you to [*MAKE TEETH AND BRIDGES*]. Perhaps you would like work that gives you an opportunity to help people. You might consider [*OPTHALMIC DISPENSING, COMMUNITY SERVICE, RADIOLOGIC TECHNOLOGY*]. These are just a few of the nontraditional occupational programs offered at [*NAME OF YOUR COLLEGE*] — programs that women don't usually look into.

Matching your interests and abilities with the right college program may take some time. Don't be afraid to strike out in a new direction. You might not come up with the best match on the first try, but don't get discouraged. Remember, a large part of your life will probably be spent working. Why not study those things that will help you have the most satisfying career possible?

The following pages list many programs offered at [*NAME OF YOUR COLLEGE*]. The list is not a substitute for the program and course descriptions in the college catalog. It is simply a brief overview, including the names of the programs and a short description of each. Flip through the pages. Put aside any preconceived notions you might have about these fields. Try to evaluate them in terms of your own interests, values, and skills, using what you've learned about yourself during the Workshop.

If you want more information about any of these programs, ask your group leader. Or, make a note to ask your high school counselor. You might call the college for an appointment to discuss their programs; the number to call is [   ].

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ENGINEERING, ARCHITECTURE, AND RELATED TECHONOLOGIES

The technology programs described below combine theory and practice in two years of study for which you can earn an AAS (Associate in Applied Science) degree. Employment opportunities in these technologies are growing faster than average. Because there are very few women in these fields, chances are good for rapid advancement.

Architectural Technology: This program prepares students in architectural graphics and design and in interior design. The course work provides training in drafting and construction materials and techniques.

Automotive Technology: This curriculum covers the basic skills needed for designing, testing, and constructing cars and automotive parts. Assisting engineers, these technologists work in the automotive industry (developing new designs) and for governmental agencies (testing car equipment to insure it meets safety standards).

Civil Technology: Students in this program get a background in the basics of soils, foundations, construction, and structural design. They are prepared to assist engineers and architects in building roads, highways, and bridges; they are also involved in estimating costs, specifying materials, scheduling construction, and inspecting the completed project.

Construction Technology: This curriculum prepares students for careers in the design, construction, and inspection of buildings. Students learn about blueprints, the strengths of various building materials, and building code specifications.

Design Drafting Technology: Draftspersons prepare layouts, working diagrams, and plans for designs created by architects and engineers.

Electrical Technology: Electrical technicians work for large and small industries, assisting engineers in designing and testing and in the maintenance of electrical equipment. Some are self-employed, working in electrical appliance repair or in wiring buildings.

Electro-Mechanical Technology: This program prepares you for a career servicing and developing complex business and industrial machinery. These technologists use precision equipment, such as temperature probes, gyroscope units, calipers, and binocular microscopes to diagnose and analyze electro-mechanical problems.

Environmental Control Technology: Included in this program of study are heating, refrigeration, and air-conditioning. Students learn to apply engineering principles to design and control the thermal environment (heat and cold, air pollution, and water resources) and mechanical systems.

Lithographic Offset Technology: Lithographic Technology is a printing process that is used increasingly by newspapers, printing companies, and publishers to make printing plates from photographs. Technicians work in photography, film development and touch up, platemaking, and layouts.

Machine Tool Technology: Jobs in this field are well paid and expanding rapidly. These technologists draft new tool designs and redevelop existing industrial tools to improve their efficiency. Machine tools include lathes, drill presses, milling machines, and punch presses.

Mechanical Technology: Mechanical technologists design, tests, repair, and service machines and all types of metal products.

HEALTH SCIENCES

The fields of health sciences and technologies are growing and becoming more complex. In the future, there will be a need for specialists trained in the curricula described below.

Chemical Technology: Chemical technologists , work in laboratories of pharmaceutical and chemical companies, assisting in the research and manufacturing of chemicals and chemical products. They conduct and record research tests and supervise production of pharmaceuticals to insure that specifications are met.

Dental Hygiene: This program prepares students to assist dentists in patient care and office management. Dental hygienists take the patients' medical and dental histories and X-rays, clean teeth, and teach people how to care for their teeth.

Dental Laboratory Technology: Dental laboratory technology is a well-paid field in which the technician constructs dentures, caps and crowns, and bridgework, according to dentists' written instructions.

Pre-Nursing: An AAS program (of two years) prepares students for the licensing examination for registered nurses. A bachelor's degree provides greater opportunities for advancement.

Opthalmic Dispensing: This program provides students with a background in optics and in the physiology of the eye. This preparation is needed in making glasses and contact lenses and for designing and fitting frames.

Pre-Pharmacy: The pre-pharmacy curriculum prepares students for a four-year program in pharmaceutical science. It covers the fundamentals of biochemistry, physiology, and inorganic chemistry.

Radiologic Technology: All hospitals employ radiologic technologists to operate X-ray equipment and to assist physicians and radiologists. Technologists prepare patients for X-rays, take and develop X-ray pictures, and administer radium treatments.

COMMUNITY AND SOCIAL SERVICES

As our society becomes more urban and industrialized, community needs for social services increase. Below are descriptions of programs that train people to meet these needs.

Child Care/Education Associate: Child care associates may work as teacher aides or day care workers. They may work in foundling homes making sure the children are well-fed and well-cared for, or in schools, day care centers, and early childhood agencies.

Community Service Assistant: This program provides students with the opportunity to learn about problems in education, welfare, and health services.

BUSINESS CAREERS

Preparation in the career programs below are a first step toward a good career in business, law, and government.

Accounting: An accounting program provides students with the fundamentals of accounting procedures and business records. However, to be eligible for the Certified Public Accountant examination, a four-year degree is necessary.

Art and Advertising Design: Commercial art is a diverse and extremely competitive field which includes such occupations as fashion design, magazine lay-out, and illustration.

Data Processing: The data processing curriculum offers students technical experience handling data processing equipment and courses such as systems analysis, computer programming, and business mathematics.

Graphic Arts and Advertising Technology: Graphic arts and advertising technology combines artistic ability with advertising and sales promotion.

Hotel and Restaurant Management: This program prepares students for managerial positions in hotels, motels, restaurants, and with caterers. Some of the skills taught include personnel management, cost accounting, and food service.

Marketing and Management: This program trains students for careers in merchandising, management, and distribution. Specializations in a variety of areas are available, including insurance and real estate. The areas of specialization vary from college to college.

Secretarial Science: In addition to offering courses in basic secretarial skills (typing and stenography), this program offers more specialized courses which qualify students to work as court reporters, as well as legal and medical secretaries.

S

IT'S MY LIFE!

COLLEGE CHECKLIST

Going to college is a new and exciting experience. Your group leader and the college students you met have given you some idea of what is in store for you. You can pick up other information by reading through your packet of materials. Don't worry if everything is not clear to you all at once. There is a lot to take in!

To help you organize the information you gather during this Workshop and later we have put together the following list of questions. Read them over in your free time. They may remind you of still other questions you will want the answers to as you begin to plan your college program.

HOW DO I CHOOSE A CURRICULUM?

- What are the different types of curricula? What are their requirements? What high school courses would prepare me best?
- What are entrance tests? What are they used for? Do I study for them?
- What are liberal arts programs? Career programs?
- Is there a difference between a curriculum and a major? Between a course and a program?
- Can I change my curriculum?
- Can I change my major? Can I transfer credits?

WHAT IS REGISTRATION?

- How do I register for classes? When? Will the college let me know?
- What do I bring with me to registration?
- Will someone be there to advise me? Should I try to get advice before hand?
- Can I take some courses at other colleges?
- How do I plan my schedule? What will it look like?

WHAT ABOUT EXPENSES?

- How much is tuition? When do I pay? Do I pay all at one time?
- Is there financial assistance? How do I apply for it?
- What are the differences between loans, scholarships, and grants?
- What is a work-study program?
- If I drop a course, do I get a refund?
- What other expenses will I have? What about books? Lab fees?

WHAT ARE COURSES LIKE?

- How many courses can I take at one time? How few?
- How many absences am I allowed?
- Are there final exams? Term papers?
- What types of grades do they give? Pass-Fail? Letter grades?
- Does the college give honors and awards?
- What is an elective course? A required one?
- How many courses do I need to graduate?
- What do I call my instructors?

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DAY THREE

IT'S MY LIFE!

AGENDA

DAY THREE: "Women and the World of Work"

[*Thursday, March 15, 1979*]

8:45-9:00 a.m.	REGISTRATION and REFRESHMENTS
9:00-9:15 a.m. Room [*100*]	INTRODUCTION [*Lore Jarmul*], Moderator
9:15-10:45 a.m. Room [*100*]	WORKING WOMEN'S PANEL (Session #8) [*Lore Jarmul*], Moderator Panelists (see list below)
10:55-11:40 a.m. Go To Room [*750*]	FIRST CAREER INTERVIEW (Session #9) [*Group Leader's Name*] [*Working Woman's Name*]

Working Women

[*Earline Bethea, Sales Management Alive Travel*]

[*Barbara Carlos, Systems Programmer New York Telephone Company*]

[*Rosalie Carmona, Licensed Registered Nurse (almost)*]

[*Kathleen Cox, Senior Secretary Center for Gerontological Studies CASE/CUNY*]

[*Yvonne Durant, Copywriter N.W. Ayer International*]

[*Evangeline Egglezos, Asst. Grant Coordinator, Research Foundation, CUNY*]

[*Theresa Enterlin, Detective Sex Crimes Analysis Unit New York City Police Department*]

[*Hermine Kessler, Instrument Product Manager, Electro-Nucleonics, Inc.*]

[*Cheryl Martinelli, Chemical Laboratory Technician, Corporate Research Exxon, USA*]

11:45-12:30 p.m. Go to Room [*710*]	SECOND CAREER INTERVIEW (Session #10) [*Group Leader's Name*] [*Working Woman's Name*]
12:40-1:20 p.m. Room [*700*]	LUNCH
1:30-2:45 p.m. Go to Room [*750*]	MY CAREER INTERESTS (Session #11) [*Group Leader's Name*]
2:55-3:15 p.m. Room [*100*]	ASSEMBLY [*Lore Jarmul*], Moderator [*Barbara R. Heller*], Coordinator

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QUESTIONS TO CONSIDER ... WHEN INTERVIEWING WORKING WOMEN

One of the best ways to get certain types of information about careers is to talk to people working in them. They can give you a view of the working world that you usually won't find in booklets or job descriptions. The working women with us this morning can give you a feel for what their occupations are all about: what they do on a daily basis, how they got where they are, and where they intend to go.

Today, as you listen to the panelists and talk to two at your leisure, you will have a chance to have your questions about their careers answered directly. We have listed some questions you might want to consider; surely there are other things you are curious about. (You may also want to use these questions later when you read the working women's autobiographies in your notebook.)

THE NATURE OF HER OCCUPATION

- What kind of work does she do?
- Where does she work? In what type of setting?
- What does she actually do every day?
- What kinds of skills does she use?
- What kind of lifestyle does she have outside work?

THE REQUIREMENTS FOR HER OCCUPATION

- How did she decide on this particular work?
- How much education did she need?
- What did she major in at college?
- What subjects did she do well in?
- What kind of person would like the work she does?
- How did she get her first job?
- What other work has she done in the past?

THE OPPORTUNITIES IN HER OCCUPATION

- What are her chances for advancement and promotion?
- Will she go back to school and continue her education? Why?
- What other work might she do in the future?

HER FEELINGS ABOUT HER CAREER

- What does she seem to like about her work?
- What are the things about it she doesn't like?
- What does she find satisfying about her work?
- How did her family and friends feel about her career when she started?
- How does she juggle family and career responsibilities?
- How long does she think she will work?

MY FEELINGS ABOUT HER CAREER

- What two things would I like about her work?
- What two things would I dislike about it?
- What would my family and friends say if I chose this occupation?

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IT'S MY LIFE!

I AM . . . SUSAN JONES, Detective
New York City Police Department

I didn't get where I am today on luck or looks. I set a goal for myself, held my head up high, and worked very hard. My occupation? I am a detective with the New York City Police Department. My current assignment is with the Sex Crimes Analysis Unit, which deals with victims of sexual assaults. As a detective, I investigate sex-related offenses, but I also train law enforcement personnel who work with crime victims, and assist in the operation of the 24-hour Rape Report Hotline. In addition, I often speak before civic organizations on sexual assault prevention.

I grew up in Albany, New York. Ever since I can remember, I wanted a steady, secure career in which I could feel I was doing something worthwhile. I originally thought I'd like social work. With that in mind, I attended a two-year college and majored in human services. Shortly after I received my A. A. degree, I got married and moved to New York City with my husband. I found a job with a social service agency as a social service aide. Like most clerical jobs the pay was very low. I kept changing jobs, hoping for something really meaningful or satisfying.

My husband and I were friendly with a couple living in our apartment building. The man was a police officer and very happy in his work. The more I heard him talk about his work, the more it appealed to me. As a police officer, I would be doing something worthwhile, exciting, and challenging. And the field offered a variety of experiences -- uniform patrol, undercover assignments, investigative work.

I kept my interest a secret for quite a while, afraid that people would laugh. When I finally did talk about it, I got a mixed response. My husband and most of my friends were very supportive. But my family couldn't understand why I would want to be a "lady cop". If I was really interested in a secure, steady occupation, they said, why not be a nurse or a teacher? But, being determined, I went ahead and took the civil service written and physical examinations to qualify for the police force. A few months later I was accepted as a member of the New York City Police Department!

The role of the female police officer has changed considerably in recent years. Men and women no longer have separate titles (policewoman/patrolman), separate civil service qualifying exams, or separate entrance quotas. Today all police officers receive the same initial assignment--uniform patrol--and compete equally for promotions and special assignments. In the nine years I have been on the force, I have seen a tremendous increase in the number of female officers.

During my service as a police officer I have been assigned to many different jobs: uniform details for parades and special functions, and plainclothes investigative duties involving gambling and shoplifting. Several years ago I went back to school and earned a B.A. degree from John Jay College of Criminal Justice.

Police work requires both physical and mental skills, a high degree of integrity, and an understanding of human behavior. I am very proud to tell people that I am a police officer. Sometimes people act surprised, but I can't remember the last time anyone referred to me as a "lady cop". It seems times really are changing!

I get such gratification from my current involvement as a lecturer that, in the future, I would like to be assigned to the Community Affairs Unit and deal with police/community and racial/ethnic problems. It seems like a logical next step for me.

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IT'S MY LIFE!

MORE THAN YOU PROBABLY WANT TO KNOW ABOUT CAREERS

There is a joke that has been told about a six-year old named Pam. Pam asked her mother where she came from. The mother, uncomfortable because she thought Pam was asking about babies, launched into an explanation about sex and how babies are born. After the mother finished her talk, Pam said, "My friend Nancy told me she came from California. You didn't tell me where I came from." The point of the story: sometimes when we want to know some very simple things, people give us long and involved explanations that never really answer our questions at all!

In this set of career descriptions* you will probably find some you are interested in, some you won't want to know about at all, and others you may never have heard of before. We prepared these descriptions for three reasons. First, to remind you that there are opportunities to do lots of different things in the world. Second, because we believe it's important for women to begin to consider the new occupations open to women today—occupations other than nurse, secretary, or teacher—that offer high pay, rapid advancement, and represent particularly good opportunities for women. Third, to illustrate some of the many careers for which basic requirements can be attained through two-year college programs.

Each career is described on a separate page. Each career description includes the kind of work involved, the earnings and opportunities for advancement, and the name and address of an organization to which you can write to get more information. If you would like to know more about a particular career, send them a letter or postcard. They will send you a booklet free or for a small charge. (Be sure to include your name and address!)

For each career we also have included some D.O.T. numbers for you to look up. The D.O.T. is the Dictionary of Occupational Titles, a government publication that lists some 20,000 occupations—nearly all jobs in the United States! For each occupation listed in the D.O.T., there is a brief description of what the worker does and a code number. The code number will help you look up an occupation. It also tells you something about it. If you want to know more about the code numbers, ask your counselor or librarian. All school and public libraries have a copy of the D.O.T.

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* Source: U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook, 1980-81 edition.

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NURSE

What kind of work would I do? There are 3 main categories of workers in the nursing field. Registered nurse, licensed practical nurse, and nursing aide.

A registered nurse is usually in charge of treatments prescribed by a doctor, monitors the patients' progress, and dispenses medication. A licensed practical nurse is responsible for much of the routine care of patients, such as bathing, changing dressings, recording temperatures. Nursing aides serve meals, feed patients, assist patients in walking, and perform other routine tasks. The exact division of labor depends on the policies of the hospital, nursing home, or other health-care facility where nurses work. Nurses are also employed in doctor's offices, schools, industry, and in private homes. Working hours vary with the place of employment.

What kind of skills and education would I need? A registered nurse must graduate from a nursing program in a hospital or college. An increasing number of nursing jobs require a bachelor's degree, particularly those that involve supervisory duties or clinical specialization. A community college degree is sufficient, however, to qualify to take the registration exam. Licensed practical nurses are usually trained in one-year training programs at a hospital or educational institution. Nursing aides are usually trained on the job, and there are no specific educational requirements.

How much would I earn, and what are the opportunities for advancement? Registered nurses in hospitals earn about $11,800 a year ($227 a week) to start. Supervisors and specialists with a master's degree can earn more than $25,000. Employment opportunities for registered nurses are expected to be favorable through the 1980's. Competition for higher paying jobs is expected in areas where training programs abound. Opportunities for full- or part-time work in present shortage areas, such as some southern states and many inner-city locations, are expected to be very good.

Licensed practical nurses in hospitals earn a starting salary of $9,000 a year ($173 a week). Many return to college to become registered nurses. The employment outlook for LPN's is also expected to be very good through the 1980's.

Nursing aides start out earning about $8,320 a year ($160 a week). Employment of nursing aides is expected to increase rapidly, with most new openings in nursing homes, convalescent homes, and other long-term care facilities.

Where can I get more information?

Write to: ANA Committee of Nursing Careers, American Nurses' Association
2420 Pershing Road, Kansas City, Missouri 64108

Look up: D.O.T. 075.117 through 075.374
079.374-014
355.374
355.377-014
355.667
355.674-014
355.674-018
355.677-014
355.687

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COMPUTER TERMINAL OPERATOR

What kind of work would I do? Computer terminal operators work at the consoles which hook into computers. They are employed in many types of businesses, such as banks, insurance companies, computer service companies, and government agencies.

Different job classifications in computer services include keypunch operators and data typists who use special typewriters; card-to-tape converter operators who wire plugboards to transfer data to magnetic tape; tape librarians who maintain files of information which has been put on tape; and console operators who are in charge of the actual operation of the computer.

What kind of skills and education would I need? Somewhat different skills are needed for the various computer service jobs, but all of them require the ability to work with care and attention to detail. A high school diploma is the minimum educational requirement. Console operators are often required to have had college courses in data processing.

How much would I earn, and what are the opportunities for advancement? Keypunch operators and related data processing jobs which require no education beyond high school begin at about $8,632 a year of $166 a week. Console operators begin at about $175 per week and may earn up to $250 with experience and/or further education. Employment of console and peripheral equipment operators is expected to remain fairly strong through the 1980's, while employment of keypunch operators should continue the decline of recent years.

Where can I get more information?

Write to: American Federation of Information Processing Societies
210 Summit Avenue
Montvale, New Jersey 07645

Look up: D.O.T. 203.582-022
203.582-030
206.387-030
208.685-030
213.132-010
213.132-014
213.362-010
213.382-010

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IT'S MY LIFE!

COMPUTER TECHNICIAN

What kind of work would I do? A computer technician usually works for a computer manufacturer, servicing equipment which has been sold or rented to various customers. The technician repairs, cleans, and overhauls the computer, and determines the cause of trouble in case of a breakdown. Technicians use very sensitive equipment in servicing and repairing computers, and they need manual dexterity as well as a good eye for detail.

What kind of skills and education would I need? A computer technician must understand electronics, which involves some math and physics. She should be handy, curious about how things work, and attentive to detail.

Computer technicians usually have 2 years of training after high school, either in technical/vocational school or in a community college. Those who earn an associate degree may choose to go on for further education in a bachelors of engineering technology, electrical engineering, or computer science program.

How much would I earn and what are the opportunities for advancement? This is a good field for women, since many of the computer manufacturers who hire technicians are under pressure to hire qualified women to comply with affirmative action goals. Starting salaries for trainees average about $11,400 a year ($220 a week). Experienced technicians may become supervisors, "trouble shooters," or service managers, or go into computer sales, and their salaries may then to go $20,000 a year or more.

Where can I get more information?

Write to: U.S. Department of Education
Division of Vocational/Technical Education
Washington, D.C. 20202

Look up: D.O.T. 828.261-014
828.281-010

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IT'S MY LIFE!

BANK CLERK

What kind of work would I do? Bank clerks process paperwork, such as sorting checks, totaling debit and credit slips, preparing mortgage papers, compiling monthly statements for customers, and so forth. As more of the bank's records are kept in computers, clerks increasingly use machines.

Bank clerks usually work with tellers and other clerical and secretarial employees, under the supervision of bank managers. Some clerks work directly with customers.

What kind of skills and education would I need? Bank clerks need a high school diploma. Courses in typing, bookkeeping, business math, and, the use of business machines are helpful. A clerk must be able to follow directions accurately, and do repetitive tasks quickly and correctly.

How much would I earn, and what are the opportunities for advancement? Starting salaries of bank clerks vary according to the person's skills. An unskilled person earns about $7,000 per year or $135 per week. A clerk with good secretarial or bookkeeping skills will earn $8,000 to $10,000. Bank officers and managers earn more, but these positions usually require a college degree in accounting or business management. Many banks will pay all or part of an employee's tuition for job-related college courses. Employment of bank clerks is expected to grow rapidly through the 1980's.

Where can I get more information?

Write to: American Bankers Association
Bank Personnel Division
1120 Connecticut Avenue N.W.
Washington, D.C. 20036

Look up: D.O.T. 209.687-022
210.382-014
210.382-018
210.382-022
210.382-026
210.382-058
216.362-014
216.362-018
216.362-026
216.382-038
217.382-010
217.382-014
219.362-062
249.382-010

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RESTAURANT MANAGER

What kind of work would I do? Restaurant managers are responsible for all aspects of food preparation and service. They plan menus, buy the food, set prices, supervise help in and out of the kitchen, and deal with customers. The extent of these responsibilities depends on the size and type of restaurant.

Managing a restaurant requires knowledge of food purchasing and preparation, the ability to deal with people, and a knowledge of business methods. Restaurant managers are employed in many types of eating establishments, from fast-food franchises to catering services to restaurants of all kinds.

What kind of skills and education would I need? Although some people learn restaurant management through experience, most employers look for relevant college education as well. In addition to specialized restaurant management courses, the program of study should include accounting, business organization, personnel management, and psychology.

A restaurant manager should like working with people, have an interest in food, and be willing to work long hours, including evenings and weekends.

How much would I earn, and what are the opportunities for advancement? Managerial workers with specialized training in restaurant management receive starting salaries ranging from $11,500 to $13,500 annually or $220 to $260 per week. Opportunities for higher earnings depend on the type of restaurant in which you are employed. Many experienced managers earn $25,000 to $40,000 a year. Some eventually open their own restaurants. Employment in the restaurant industry is expected to increase. However, the majority of these openings will be for waiters, waitresses, and cooks.

Where can I get more information?

Write to: National Institute for the Foodservice Industry
120 South Riverside Plaza
Chicago, Illinois 60606

Look up: D.O.T. 187.167-106

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BOOKKEEPER

What kind of work would I do? Bookkeepers maintain business records and prepare financial statements. They record orders and sales, calculate the payroll, prepare bills, and the like. They work for many kinds of businesses, such as retail stores, banks, insurance companies, and factories. They may use adding machines or more complicated business machines, including computers. The amount of responsibility and variety of tasks assigned to a particular bookkeeper vary with the size of her place of employment, her education, and the extent of her experience.

What kind of skills and education would I need? Many people study bookkeeping in high school, or in a business school. Some learn bookkeeping on the job. A bookkeeper needs an aptitude for working with numbers and must be able to concentrate on details. Typing and a knowledge of bookkeeping machines are helpful. College courses in accounting, business procedures, and data processing are desirable but not necessary for entry-level jobs. Employers may require such courses for promotion.

How much would I earn, and what are the opportunities for advancement? Beginning accounting clerks earn an average annual salary of $8,700 or $165 a week. Experienced accounting clerks earn about $11,000. These salaries vary depending on experience, education, and the extent of responsibility. Promotion to accountant requires additional college study. Jobs for bookkeepers will be numerous through the 1980's for though employment in the occupation is expected to grow slowly, turnover is high.

Where can I get more information?

Write to: State Supervisor of Business Education
New York State Education Department
Albany, New York 12230

Look up: D.O.T. 210.382-010 through 210.382-026

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SECRETARY

What kind of work would I do? Secretaries type, take dictation, greet people who come to the office, answer phone calls, take messages, file, and sometimes do simple bookkeeping. An executive secretary or administrative assistant may assume additional responsibilities, such as handling her own correspondence and supervising other office personnel. Specialized training is valuable for secretaries planning to work in a legal office, or a medical office, or in a school.

What kind of education and skills would I need? Many high school graduates who studied typing and shorthand find secretarial jobs without further training. The more responsible, high-paying jobs of legal secretary, executive secretary, medical secretary or administrative assistant, however, usually go to the women with additional education. The two-year community college secretarial programs include courses in accounting, data processing, and business management as well as steno and typing, thus preparing students for more demanding jobs.

An increasing number of private firms and government agencies have their own training facilities where employees can upgrade their skills and learn how to work with the latest modern machinery, such as word processors (magnetic tape typewriters that produce letters and reports on high-speed machines from material stored in a programmed memory).

In addition to having good skills, a secretary should be well-groomed, polite, and have a pleasant personality and speaking voice.

How much would I earn, and what are the opportunities for advancement? Beginning salaries vary from $9,800 to $11,900 a year (or $188 to $229 a week) depending on skills and place of employment. An experienced secretary may earn up to $15,000 per year. She may be promoted to administrative assistant or office manager. Employment of secretaries is expected to increase rapidly through the 1980's as the expansion of business and government continues to create more paperwork.

Where can I get more information?

Write to: National Secretaries Association
2440 Pershing Road, Suite G10
Kansas City, Missouri 64108

Look up: D.O.T. 201
202

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SECURITIES SALES WORKER

What kind of work would I do? Securities sales workers buy and sell stocks, bonds, and shares in mutual funds for customers. This means they are dealing in securities which represent a small part ownership in one of the thousands of corporations which are listed on the stock exchanges. A security salesperson must know a good deal about the management and income prospects of the firms whose securities she buys and sells for her customers.

Most security salespeople work for large brokerage firms which have researchers and specialists to keep their staff up to date on the relevant business information. Watch the weekly series "Wall Street Week in Review" on your public television channel if you want to learn more about this type of work.

What kind of skills and education would I need? Most security sales people are college graduates who go through a training program at an investment brokerage firm. Although graduates of a 2-year program may be considered, most investment firms prefer applicants with a bachelor's degree. A background in business administration or economics is helpful. In addition to academic qualifications, a security salesperson should have a pleasant, outgoing personality, a sense of responsibility, and the ability to work under pressure.

How much would I earn, and what are the opportunities for advancement? The earnings of security salespeople are largely based on commission, and may therefore vary a great deal. During the training period, a beginner earns between $10,800 and $14,400 a year or $208 and $277 a week. Experienced brokers may earn $30,000 or more. Because of the volatile nature of the stock market, salespeople's earnings may vary a great deal from one year to the next. The demand for securities sales workers fluctuates as the economy expands and contracts. The number of such workers is expected to grow more slowly than the average for all occupations through the 1980's.

Where can I get more information?

Write to: Securities Industry Association
20 Broad Street
New York, New York 10005

Look up: D.O.T. 251.157-010

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SOCIAL SERVICE AIDE

What kind of work would I do? A social service aide works with a professional social worker to help people with different kinds of problems. She explains to applicants what kind of help various agencies can provide and assists them in filling out applications and coping with the bureaucracy. The amount of responsibility assigned to an aide will vary with her education, experience, and the policies of her agency. She may do mainly clerical work, or help with referrals of clients, or visit the homes of clients to help in crisis situations.

What kind of skills and education would I need? A social service aide must be patient, understanding, and a good listener. She must relate well to different kinds of people. In cities with sizeable non-English speaking populations, a knowledge of another foreign language can be a major asset. Volunteer work in human services fields is a good introduction to this kind of work. A high school diploma is the minimum requirement for employment.

A liberal arts program in a community college, stressing the social sciences, is the recommended educational preparation for a social service aide. It is also the appropriate educational background for a person who eventually plans to become a professional social worker, which normally requires two years of graduate study after earning a bachelor's degree.

How much would I earn, and what are the opportunities for advancement? Social service aides earn between $7,000 and $9,000 a year, or $135 and $173 a week. Promotion is usually dependent on advanced education. Social service workers with a B.A. usually start at about $10,000. An M.S.W. will start at about $13,000 and she may earn up to $25,000 in a supervisory position. Employment of social service aides is expected to grow about as fast as the average for all occupations through the 1980's Many opportunities are expected for part-time work.

Where can I get more information?

Write to: National Association of Social Workers
H Street, N.W.
Suite 600, Southern Building
Washington, D.C. 20005

Look up: D.O.T. 195.367-010
205.367-046

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DRAFTER

What kind of work would I do? A drafter prepares detailed drawings from rough sketches and written specifications given to her by a designer, engineer, architect, or scientist. She might prepare blueprints or buildings, bridges, tools, or furniture, or do technical illustrations for manuals or text books. Most drafters work for manufacturing, architectural, construction, and mapping companies.

What kind of skills and education would I need? A drafter must be able to draw neatly and accurately, with great attention to detail. She should have a good eye for spatial design and have a clear understanding of mathematics.

Drafting is taught in technical schools and at community colleges. Although it is possible to get a beginning drafting job without college training, holders of an associate degree in drafting will have the best prospects.

How much would I earn and what are the opportunities for advancement? A beginning drafter with a 2-year college degree will earn about $9,800 a year or $188 a week. An experienced drafter may earn up to $18,000. Further education in a field in which the drafter specializes (architecture, engineering, manufacturing design and others) will increase her earning ability. Employment of drafters is expected to increase about as fast as the average for all occupations through the 1980's.

Where can I get more information?

Write to: American Institute for Design and Drafting
3119 Price Road
Bartlesville, Oklahoma 74003

Look up: D.O.T. 001.261-010
001.261-014
002.261-010
003.281-010
003.281-014
005.281-010
005.281.014
007.261-010
007.261-014
007.261-018
007.261-022
007.281-010
007.281-014
007.281-018
014.281-010
014.281-017

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TEACHER AIDE/CHILD DAY-CARE ASSISTANT

What kind of work would I do? Teacher aides are responsible for many of the non-instructional needs of the classroom, such as handling supplies and equipment. They may also supervise such activities as lunch and recess, score tests, and help with instruction under the teacher's supervision. In a day care center, the aide may supervise games, help children to get dressed and undressed, arrange snacks, and so forth.

Anybody who works with children needs patience, physical stamina, and a liking for and understanding of children, their development and their needs.

What kinds of skills and education would I need? The amount of education required for teacher aide and child day-care aides varies, with a high school diploma as the minimum. Paraprofessionals in New York City are encouraged to attend college and eventually qualify for certification as a teacher.

Since employment in the education field has become more limited because of the declining birth rate, school districts and day care centers which employ aides are increasingly looking for candidates with college training. Courses in psychology, sociology, and education, are particularly helpful.

How much would I earn and what are the opportunities for advancement? Teacher's aides salaries typically start at about $7,500 a year ($144 a week) and go up to about $10,000 with experience. Promotional opportunities usually depend on becoming a certified teacher, with an average salary of $14,700 per year. Employment of teacher aides is expected to increase very rapidly through the 1980's.

Where can I get more information?

Write to: National Education Association
1201 16th Street, N.W.
Washington, D.C. 20034

Look up: D.O.T. 359.677-018
355.674-010
249.367-074
099.327.010

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DENTAL HYGIENIST

What kind of work would I do? Most dental hygienists work in a dentist's office; some work in dental clinics, hospitals, or public schools. They assist the dentist, clean teeth, take and develop X-rays, make molds of teeth and assist in giving local anesthetics to patients. A dental hygienist who works in a school teaches children about proper dental care and nutrition.

What kind of education and skills would I need? Good manual dexterity is essential, as is the ability to follow instructions carefully. The hygienist must be able to put patients at ease, and have the stamina to stay alert while working on her feet all day.

A two-year associate degree from a community college is the minimum educational requirement. Hygienists who plan to work in public schools or public health agencies need a bachelor's degree. The course of study includes biological and physical science, math, and psychology.

How much would I earn, and what are the opportunities for advancement? A dental hygienist earns usually between $12,000 and $13,500 annually, or $231-$260 a week. However, her earnings may go over $15,000 per year depending on experience, education, and place of employment.

One of the advantages of this occupation is that it is often possible for an experienced hygienist to work part-time during years of heavy home and family responsibilities. Employment opportunities for dental hygienists are expected to be very good through the 1980's.

Where can I get more information?

Write to: Division of Dentistry
Public Health Service
U.S. Department of Health and Human Services
9000 Rockville Pike
Bethesda, Maryland 20014

Look up: D.O.T. 078.381-010

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RADIOLOGIC TECHNOLOGIST

What kind of work would I do? A radiologic technologist is a person who works with X-ray equipment, either to take X-ray pictures or to provide radiation therapy for the treatment of cancer and other diseases. Sometimes this is called nuclear medicine technology. Most radiologic technologists work in hospitals. Some work in clinics, doctors' or dentists' offices, or for public school systems. They usually work closely with doctors and nurses as well as patients.

What kind of skills and education would I need? Graduation from a 2-year community college or hospital program in radiologic technology is required for registration as a qualified technologist. The course of study includes math, physics, and biology, as well as psychology.

An X-ray specialist must know how to handle sophisticated machinery properly and safely. She must be able to deal with both the physical and emotional problems of her patients, who are often very sick and in pain.

How much would I earn, and what are the opportunities for advancement? Beginning radiologic technologists employed in hospitals earn about $10,700 a year ($206 a week). Salaries go up to about $15,000 with experience. Supervisory or teaching personnel may earn as much as $20,000. With increased use of radiologic equipment through the 1980's, employment in the field is expected to expand rapidly. Part-time workers will find the best opportunities in physician's offices and clinics where full-time radiologic services usually are not required.

Where can I get more information?

Write to: The American Society of Radiologic Technologists
500 N. Michigan Avenue, Suite 835
Chicago, Illinois 60611

Look up: D.O.T. 078.162
078.361-018
078.362-026

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COMPUTER PROGRAMMER

What kind of work would I do? Programmers write instructions that tell a computer the steps it must go through to solve a problem or process information. They work from detailed descriptions of problems and solutions written by systems analysts. The programmer converts the analyst's instructions into a computer language and then enters the set of instructions (called a program) into the memory bank of the computer. She must then "run" the program to make sure the instructions are correct and the computer is processing information properly.

Computer programmers work for data processing firms or for large corporations which have their own computers, such as banks, insurance companies, manufacturing companies, and government agencies.

What kind of skills and education would I need? A programmer must be able to think logically and analytically, and be careful with detailed work. Math and logic courses provide good training for solving the types of problems programmers deal with.

A 2-year college program in data processing is the minimum educational requirement for a programmer. Many employers ask for a 4-year degree. The course of study has various names, including computer or information science.

Some knowledge of programming can often be combined with a background in other business courses, particularly accounting, for good job opportunities. Programmers who have some knowledge of science or engineering, and know the appropriate computer language, are also much in demand.

How much would I earn, and what are the opportunities for advancement? A beginning programmer earns between $12,500 and $13,000 a year ($240-$250 a week). Advanced education in computer science, math, and business are all helpful if you want to earn more. Employment of programmers is expected to grow rapidly through the 1980's as computer usage expands. Prospects should be brightest for college graduates who have had computer-related courses. Graduates of 2-year programs in data processing technologies also should find ample opportunities, although generally limited to business applications.

Systems analysts, who are in a sense advanced programmers, often have a master's degree. Their salaries go up to $35,000. Employment of systems analysts is also expected to grow rapidly.

Where can I get more information?

Write to: American Federation of Information Processing Societies
210 Summit Avenue
Montvale, New Jersey 07645

Look up: D.O.T. 020.162-014
020.167-027

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RESPIRATORY THERAPIST/TECHNOLOGIST

What kind of work would I do? A respiratory, or inhalation therapist assists people who have breathing problems because of various diseases or medical emergencies, such as asthma, emphysema, or heart attacks. They help patients drain severely congested lungs, and in doing breathing exercises. They service and maintain equipment such as respirators, mechanical ventilators, and oxygen equipment. Respiratory therapists work in hospitals and nursing homes, also for ambulance services and oxygen rental companies.

What kind of skills and education would I need? After high school, respiratory therapists must graduate from a 2-year program offered in hospitals and community colleges. They work as part of a medical team of doctors, nurses and other medical technicians. A respiratory therapist must know how to work with both people and machinery in medical emergency situations, which means she must be calm, mechanically adept, and understand both the psychological and physical needs of her patients.

Typing and accounting are helpful in keeping necessary records on patients and equipment.

How much would I earn, and what are the opportunities for advancement? Respiratory therapists employed in hospitals start at about $11,400 a year ($219 a week). With experience and further education you may qualify for the exam given by the National Board for Respiratory Therapy, and be eligible for more responsibility and salaries of up to $20,000 per year. Employment of respiratory therapy workers is expected to grow very rapidly through the 1980's.

Where can I get more information?

Write to: American Association for Respiratory Therapy
7411 Hines Place
Dallas, Texas 75235

Look up: D.O.T. 079.361

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COURT REPORTER

What kind of work would I do? A court reporter records everything that is said during a trial or hearing, including testimony, decisions made by juries and judges, and sentences of the court. Court reporters are stenographers with very good skills, able to take more than 225 words of dictation per minute. They also must be able to transcribe (type) their records quickly and accurately.

What skills and education would I need? Court reporters must be very good stenographers, so that the minutes they take are accurate and complete. A two-year college program in secretarial science is excellent preparation for this work, although a college degree is not specifically required for employment. A court reporter must have a good knowledge of English (spelling, punctuation, and grammar), be able to concentrate, and have good hearing.

How much would I earn, and what are the opportunities for advancement? Court reporters can work in a court or for a law firm. Opportunities are favorable for the future and the starting salary ranges from $12,000 to $16,800 per year of $230 to $325 per week. Opportunities are best for those who have earned certification by the National Shorthand Reporters Association.

Where can I get more information?

Write to: National Shorthand Reporters Association
2361 South Jefferson Davis Highway
Arlington, Virginia 22202

Look up: D.O.T. 201
202

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HOTEL MANAGER & ASSISTANT MANAGER

What kind of work would I do? In a small hotel or motel, the manager will have many diverse duties: She will take reservations, set fees, manage the books, supervise the staff to make sure rooms are clean and customers' needs are met. Large hotels often employ several managers, each responsible for one particular area, such as sales promotion or supervision of housekeeping. If the hotel has a restaurant, it's usually operated by an assistant manager with experience in the restaurant field.

What skills and education would I need? A manager needs to be a well-organized person who can direct the work of many different kinds of employees and relate well to the needs of individual customers. Some college education is usually necessary. Many hotel and motel owners like to hire graduates of 2-year or 4-year college programs in hotel management; others will accept a more general college education and look for skills in business management, accounting, and public relations.

How much would I earn and what are the opportunities for advancement? Hotel manager trainees who are graduates of specialized college programs start at $12,000 a year or $230 a week. General managers who are responsible for all areas of the hotel's operation make between $22,000-$55,000 annually. Hotel management is not a rapidly expanding field so there is a good deal of competition for jobs when they become available. Hotel chains offer the most opportunities because employees transfer from one hotel to another if an opening occurs.

Where can I get more information?

Write to: Educational Institute of American Hotel and Motel Association
1407 S. Harrison Road
East Lansing, Michigan 48823

Look up: D.O.T. 163.117-018
187.117-038
187.167-026
301.137-010
320.137-014

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RETAIL BUYER

What kind of work would I do? Although we think of buyers mostly in terms of the fashion industry, they are employed in all types of stores, and may buy anything from garden supplies or hardware to the more glamourous fashions and home furnishings. Most retail buyers in department stores go through an executive training program before they become assistant buyers; others begin their careers as salespeople. Duties include supervising sales people, keeping a record of stock on hand, handling customer complaints, keeping up with styles and trends, and buying new merchandise.

A buyer attends fashion and trade shows, and must be able to assess how her customers will respond to various items she may want to order. She must understand her store's merchandising policies and the preferences of its customers, and must be able to make wise business decisions quickly and under pressure. Buyers must do some traveling, and work long hours at certain seasons.

What kind of skills and education do I need? Although it may still be possible to work your way up from stock clerk or salesperson to buyer, a two-year or four-year degree in marketing or a related business area is a real asset. Many department stores also hire graduates of liberal arts programs for their executive training program. They are looking for applicants with a good business sense, the ability to deal with people, the energy to work long hours (often under pressure), and an awareness of style and business trends. Buyers work with store sales personnel, sales representatives of manufacturers, merchandise managers and, to some extent, with customers.

How much would I earn, and what are the opportunities for advancement? Assistant buyers make around $14,900 a year or $285 a week. A buyer for a major store may earn $25,000 or more. A retail buyer may eventually become a merchandise manager who coordinates buying and selling activities for several departments, or for an entire store. Competition for these jobs is very intense. One of the fringe benefits of working for a department store is the policy to give employees liberal discounts on merchandise they purchase.

Where can I get more information?

Write to: National Retail Merchants Association
100 West 31st Street
New York, New York 10001

Look up: D.O.T. 162.157-018
162.157-022
185.167-034

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TRAVEL AGENT

What kind of work would I do? Travel agents provide their customers with travel information and then make the necessary arrangements for transportation and reservations.

Agents must keep up with changes in times and costs of various means of transportation, cost of hotels and services provided, sightseeing tours, social events, regulations on visas and other documents for foreign travel, and so on. Most people work for privately owned travel agencies, and their working hours may include evenings and weekends.

What skills and education would I need? A travel agent needs good organizational skills to handle large quantities of information efficiently for many different customers. She must be good at handling details, be able to work under pressure, and be able to communicate well with people. Good telephone skills are necessary.

A high school diploma is essential and many agencies prefer to hire applicants with some college background. Business courses and typing skills are an asset, so is previous experience. Personal traveling experience is also valuable.

How much would I earn, and what are the opportunities for advancement? Salaries for travel agents start at about $9,000 per year ($173 per week) and can go up to $16,000 with experience and further education. Some people may also earn commissions. This is a very competitive field, in part because the fringe benefit of travel at reduced rates attracts many applicants.

Many experienced travel agents open their own agencies, and if the agency is successful they can increase their earnings considerably.

Where can I get more information?

Write to: American Society of Travel Agents
360 Lexington Avenue
New York, New York 10017

Look up: D.O.T. 252.157

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POLICE OFFICER

What kind of work would I do? We are all familiar with some of the work of the police officer—directing traffic, investigating crimes, apprehending criminals, helping accident victims, and so on. Police officers may patrol on foot or by car. In either case, they must be in good physical condition, know how to deal calmly with many different kinds of people, and be able to react quickly and effectively in emergency situations.

Police officers are employed at all levels of government, from federal to state to city, and county and village. Many people with police experience are also employed as security officers in business, industry, and all types of public and private institutions, such as transit police, department store security, and so on.

What kind of skills and education would I need? A police officer must be in good physical condition and have a high school diploma. She has to learn to use different kinds of firearms.

College is very helpful for the police officer who wants to get ahead in the force. In addition to law enforcement courses, she should study psychology, sociology, and law. Such skills as good writing ability (for reports) and public speaking are also helpful.

How much would I earn and what are the opportunities for advancement? Although women have had a good deal of difficulty in being accepted as police officers, there is now legal and social pressure to employ women in different areas of law enforcement. Future employment outlook is therefore excellent. Entry level salaries for police employed in medium and large-sized cities average about $13,200 a year or $254 a week. Police officers with experience and higher education make up to $20,000 or more. Promotion is by seniority, work evaluations, and written exams.

Where can I get more information?

Write to: International Association of Chiefs of Police
11 Firstfield Road
Gaithersburg, Maryland 20760

Look up: D.O.T. 375 except 375.167-026
375.167-042
375.263-018
375.363-010
377 except 377.667-010

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ELECTRICAL TECHNICIAN

What kind of work would I do? A technician is the link between the scientist or engineer and the skilled worker, helping to turn theories and ideas into workable products and processes.

The electrical technician is a vital member of the engineering team, working on the design, development, manufacturing, or repair of all kinds of electronic equipment, including radios, T.V., computers, radar, and many industrial items. A technician may be employed in a laboratory, in an electronics firm, as a computer service person, in the design of airplanes or washing machines or medical research equipment, or she may run her own radio and T.V. repair service.

What kind of skills and education do I need? An electrical technician should have an aptitude for math and science, and be adept at precision work. She must be able to follow instructions carefully, and have the ability to apply her imagination to practical problem solving. If you enjoy doing jigsaw puzzles, playing with tinker-toys, or wiring a lamp, this may be the field for you.

Electrical technicians are trained in vocational-technical schools and in community colleges. A two-year associate degree is the usual educational background. Some people continue for the bachelor of engineering technology program, a relatively new four-year college program.

How much would I earn, and what are the opportunities for advancement? Engineering technicians who complete a 2 year postsecondary program earn starting salaries of about $10,500 a year or $202 a week. With experience, they may earn up to $18,700 per year. This is a particularly good field for women, because employers want to hire qualified women to meet affirmative action guidelines. Many employers have tuition refund programs which help technicians finance further education, either toward a Bachelor of Technology or an engineering degree.

Where can I get more information?

Write to: Engineers Council for Professional Development
345 East 47th Street
New York, New York 10017

Look up: D.O.T. 003.161-010

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DENTAL LABORATORY TECHNICIAN

What kind of work would I do? Dental lab technicians usually work in a laboratory where dentures, crown, orthodontic appliances, and similar apparatus are constructed or repaired. The technician follows written instruction and uses plaster forms of the patients' teeth, made by the dentist, in doing her work.

What kind of skills and education would I need? This job requires manual dexterity, the ability to do careful, precise work, and great attention to detail. Some artistic ability is required to create three-dimensional forms which look like natural teeth.

For those who eventually plan to start their own laboratory, some knowledge of business procedures and accounting are helpful.

Written and practical examination are required to become a certified dental lab technician. Although a college degree is not required, and many technicians learn their craft on the job, a 2-year degree in dental laboratory technology is excellent preparation for a job and the certifying test.

How much would I earn, and what are the opportunities for advancement? Dental laboratories have employed mostly men in the past, but in recent years this field has become increasingly open to women, since many women have the manual dexterity, patience, and attention to detail needed in this work. Job opportunities are expected to be excellent in the coming decade.

A beginning laboratory technician, with an A.A.S. degree can expect to earn between $7,800 and $8,000 a year ($150 - $154 a week). Experienced technicians earn between $15,000 and $20,000 per year. Those specializing in ceramics make as much as $25,000. A technician who owns or manages a lab may earn even more.

Where can I get more information?

Write to: National Association of Dental Laboratories
3801 Mt. Vernon Avenue
Alexandria, Virginia 22305

Look up: D.O.T. 712.381-018

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MECHANICAL ENGINEERING TECHNICAN

What kind of work would I do? An engineering technician is part of the team which designs and produces many of the products of our industrial society, such as cars, planes, washing machines and other household appliances, tools, and machinery of all kinds.

The technician may work on design sketches, build models or prototypes, test the finished product, and work on quality control. A woman who has some mechanical ability and likes to know how things work should give this career serious consideration, since employment opportunities for women are expected to be very good.

What kind of skills and education would I need? Mechanical engineering technicians usually have 2 years of higher education, either in a community college associate degree program or in a technical school. The course of study includes math, physics, technical drawing, and such courses as manufacturing processes, machine design, and strength of materials. A technician must be a practical person with the ability to work with precision and attention to detail.

Graduates of community colleges may continue their education toward a bachelor of engineering technology or a mechanical engineering degree. Many employers will pay all or part of your tuition for such advanced studies.

How much would I earn, and what are the opportunities for advancement? Qualified women engineering technicians are very much in demand and earn starting salaries between $12,000 and $14,000 per year. Experienced technicians earn up to $20,000. Those who earn a bachelor's degree earn considerably more.

Where can I get more information?

Write to: Engineers Council for Professional Development
345 East 47th Street
New York, New York 10017

Look up: D.O.T. 007.161-026

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IT'S MY LIFE!

MEDICAL LABORATORY TECHNICIAN

What kind of work would I do? A medical lab technician performs laboratory tests in a hospital, public health agency, doctor's office, independent laboratory, clinic, pharmaceutical firm, or research institution. She works with blood and other body fluids and tissue samples, testing and analyzing them to help the physician diagnose or treat diseases. She must be careful and precise in her work, skilled in the use of complex laboratory equipment, and be able to keep accurate records. Technicians often work as part of a team, supervised by a medical technologist or physician. Some night or weekend work is often required.

What kinds of skills and education do I need? Community colleges offer programs that lead to certification as a medical lab technician. The program of study stresses courses in chemistry, biology, and math, and is followed by a hospital internship. Some people get their training in vocational schools or hospitals.

A medical lab technician needs manual dexterity and normal color vision.

How much would I earn, and what are the opportunities for advancement? Medical technicians in hospitals earn about $12,400 a year ($238 a week) to start. Beginning salaries for medical laboratory technicians average $10,600 a year ($204 a week). Experienced medical lab technicians earn about $15,700 a year.

The job market is fairly competitive. Further college study, leading to a bachelor's degree and certification as a medical technologist, is required for more responsible positions.

Where can I get more information?

Write to: American Society for Medical Technology
555 West Loop South
Bellaire, Texas 77401

Look up: D.O.T. 078.121
078.161
078.621
078.281
078.361 except 078.361-010
078.361-018
078.361-022
078.361-026
078.381
078.687

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IT'S MY LIFE!

SOURCES OF CAREER INFORMATION: a Bibliography and Guide

To make personal decisions about almost anything, we need to understand ourselves--our skills, values, and interests. But that's only half of it. We also need to understand the external world--to know what options are available, and what we must do to take advantage of these options. Once we have this information, we can make informed decisions.

In this program you have begun to gather information about yourself and about the external world of college and careers. This is only a beginning. This list of resources is intended to help you continue your program of information gathering.

There are at least three different ways to gather information about careers: 1) you can talk with working people; 2) you can observe workplaces and people at work; and, 3) you can read books and other materials. From each type of source you can learn different kinds of things. If you only talk with people, you may learn a lot about career possibilities--but only from their point of view. If you only read about careers, you'll miss the insights only a first-hand personal perspective can provide. That's why using more than one type of source is always recommended.

Remember, the purpose of collecting information is to be able to use it--to discover what new opportunities and alternatives are out there for you.

1. TALKING WITH PEOPLE

There are many kinds of people with whom you can talk.

At School: There are college advisors, career and guidance counselors, and financial aid officers at your high school whose job it is to assist you. They can provide information about course work, financial aid, and careers; they know about special courses you may need and can help you understand your abilities, values, and skills. They can also help with personal or family problems. Go see them. Talk to them about yourself.

When you start college, there will be counselors there who can help you. (You met some at the Workshop; take advantage of these contacts.) Counselors will help you find answers to your questions about school and work. Very often you have to take the first step and call or go to see them.

You don't have to wait until next September. Once you are notified and decide on which college you will attend, call the counseling department at that school (that department is usually called "Student Services"). Tell them you would like to come in to talk about your program.

In addition to counselors, there are teachers and chairpeople in the high schools and colleges. These people can be very helpful--especially about course requirements. If you approach them, they may suggest a part-time job or project you can work on that will give you more experience. Hands-on experience doing work similar to the work you may want to do when you graduate may be the most important kind of training you can get at this stage.

At Work: People who are working in the field you are interested in are exceptionally valuable resources. They are familiar with day-to-day operations and can fill you in on all those little details that become so important to job satisfaction. These contacts can, in addition, provide you with information about current job openings and future job prospects. They can tell you about new directions emerging in the field, furnish leads to other people, and--of course--be very valuable sources for jobs.

You can also gain much from people working in careers in which you think you have little or no interest. They can tell you things about their career that you may not have read about or about other occupations you haven't heard of. They can also discuss general issues related to the world of work.

Most people, especially women today, are very open about discussing their work. They will take the time to meet with you, especially if you initiate the request and make your needs clear and direct.

At Home: Talk with family members--parents, aunts, uncles, brothers and sisters, in-laws, cousins--and with friends of your family who are working. Ask them about their work, how they got interested in it, and what they like and don't like about it. Find out what they do. You might ask them if you can visit them at work to see for yourself. Most people are flattered when someone shows an interest in their work and they will tell you a lot about their jobs and the jobs of other people with whom they work.

2. OBSERVING WORK PLACES

Wherever you are there are people working. As you go about your daily life, pay attention to these workers and what they do. Observe the person who drives the bus or the person in the toll booth. In school there are workers all around you: teachers, counselors, and administrators, as well as security guards, maintenance and janitorial staff. There are the people who work in the school cafeteria, the school secretaries, the librarian, and in many schools a nurse. As you observe people at work, keep in mind that you are seeing only a part of their job. For example, you only see the toll booth person take your money and make change, but that person is also responsible for balancing the financial records and for sorting the change at the end of her shift. You see your teacher in a limited role as well, most often in the classroom. But that same teacher also prepares lessons, makes up and grades tests and exams, goes to meetings, and may also be a student herself.

There are other ways to observe workers. You can visit places where people work. Most companies will arrange visits; although you may not get to talk with the workers, you can get a "feel" for their work by observing the setting.

Another way to observe workers—if you are working—is at your job. Not only might you try to analyze your own job (use something like the CAREER CHARACTERISTICS DATA GUIDE we gave you) but you might like to talk to workers in different jobs. Remember, the more you learn about work the more likely it is that you won't be disagreeably surprised after graduation.

Whether you need the money or not, part-time, temporary, or summer jobs give you valuable experience and put you into close contact with the world of work. Working in any capacity at an actual workplace is an excellent way to get an "inside" look at a career. (It also is another opportunity for making personal contacts.)

3. READING

There is so much reading material available that it is not possible to give you a complete list of all the books and pamphlets. Go to your school library and ask for information on careers and colleges. The public library near your home may also have a career information center or job center with lots of interesting material, including short films. Ask the librarian to help you. Much of the career literature (pamphlets, flyers—like the ones we gave you in the Workshop) is written by people who are trying to "sell" a career or an industry. Use them, but keep in mind that the authors tend to think their own career or company is great. (This is another reason for making personal contacts. Workers can tell you about the disadvantages as well as the assets of a given career.)

Most of the books listed below can be found in your school or public library. We have included materials which cover the two ingredients in career decisions: books that can help you learn more about yourself and books than can help you learn more about the world of work.

Self-Awareness Perhaps the best single book on this topic is What Color is Your Parachute? by Richard Nelson Bolles (Berkeley, Cal.: Ten Speed Press, 1980 revised edition). It is an excellent step-by-step guide to help you to understand and discover your skills, values, and abilities and to use these to get a job.

There are many other good books on this subject. Here are a few:

American Friends Service Committee, Working Loose (Ann Arbor, Michigan: Edward Brothers, 1971).

Bachhuber, Thomas D. and Richard K. Harwood, Directions: A guide to career planning (Boston, Massachusetts: Houghton Mifflin Co., 1978).

Billingsley, Edmond, Career Planning & Job Hunting for Today's Student (Santa Monica, California: Goodyear Publishing Co., 1978).

Calvert, Robert Jr. and John E. Steele, Planning Your Career (New York NY: McGraw-Hill Book Co., 1963).

Campbell, David P., If You Don't Know Where You're Going You'll Probably End Up Somewhere Else (Niles, Illinois: Argus Communications, 1974).

Figler, Howard E., PATH: A Career Workbook for Liberal Arts Students (Cranston, Rhode Island: Carroll Press Publishers, 1979, second edition)

Loughary, John W. and Teresa M. Ripley, Career and Life Planning Guide (Chicago, Illinois: Follett Publishing, 1976).

Miller, Arthur F. and Ralph T. Mattson, The Truth About You: Discover what you should be doing with your life (Tappan, NJ: Fleming H. Revell Co., 1977).

Ressler, Ralph, Shirley Garken, & Frank C. Owens, A World of Choice (Palm Springs, California: ETC Publications, 1978).

Career Information Perhaps the best two books about careers are put out by the U.S. Department of Labor. They are the Occupational Outlook Handbook and the Dictionary of Occupational Titles (widely known as the D.O.T.)

The *D.O.T.* is a good *reference* book. It gives a brief but detailed description of what workers in more than 20,000 different jobs do. It classifies jobs according to tasks and requirements. By looking up one occupation you will find others that are similar and might interest you.

The Occupational Outlook Handbook gives you information about 300 different occupations. For each occupation, there is a description of the kind of work done, training and educational requirements needed for the job, a prediction of the number of workers needed in this occupation in the future, working conditions, advancement potential, and the average salaries that you can expect. The *Occupational Outlook Handbook*, which is illustrated, comes out every two years. To help you learn about different careers, the 1980-81 edition for the first time lists, for each occupation, other occupations requiring similar sills, interests, and training.

Copies of the *D.O.T.* and *Occupational Outlook Handbook* can be found in your school library and your public library. Ask the librarian to help you use them. In addition, there are many smaller, more manageable, books that provide information on specific careers. Here are just a few:

Gale, Barry and Linda, *The National Career Directory* (New York, NY: Arco Publishing Co., 1979).

Hawes, G.R., Mark Hawes, & Christine Fleming, *Careers Today* (New York, NY: New American Library, 1977).

Manpower Research Associates, *Arco Handbook of Jobs and Career Opportunities* (New York, NY: Arco Publishing Co., 1978).

Mitchell, Joyce Slayton, *The Work Book, A Guide to Skilled Jobs* (New York, NY: Bantam Books, 1978).

Women and Work More and more books about working women are being published. Here are a few more you might want to consult:

Abarbanel, Karen and Connie Siegel, *Woman's Work Book* (New York, NY: Praeger Publishers, 1976).

Catalyst, *What to Do With the Rest of Your Life: The Catalyst Career Guide for Women in the 80's* (New York, NY: Simon and Schuster, 1980).

Farmer, Helen S. and Thomas E. Backer, *New Career Options: A Woman's Guide* (New York, NY: Human Sciences Press, 1977).

Harris, Janet, *Thursday's Daughters: The Story of Women Working in America* New York, NY: Harper & Row, 1977).

Lederer, Muriel, *New Job Opportunities for Women* (Skokie, Illinois: Lederer Publications International, 1975).

Medsger, Betty, Women at Work (New York, NY: Sheed & Ward, 1975).

Mitchell, Joyce Slayton, Free To Choose (New York, NY: Delacorte Press, 1976).

Mitchell, Joyce Slayton, I Can Be Anything, Careers and Colleges for Young Women (New York, NY: Bantam Books, 1978).

Osborn, Ruth Helm, Developing New Horizons for Women (New York, NY: McGraw-Hill Book Co., 1977).

Pogrebin, Letty Cottin, Getting Yours: How to Make the System Work for the Working Woman (New York, NY: Avon Books, 1975).

Splaver, Sarah, Non-traditional Careers for Women (New York, NY: Julian Messner, 1975).

OKAY, SO NOW YOU KNOW WHERE TO GO AND WHAT TO DO TO GATHER INFORMATION. BUT WHAT KIND OF INFORMATION ARE YOU LOOKING FOR?

Good question!

Some of the career information you want concerns what is expected of you—what types of skills and how much formal education is required (what specific courses).

You will certainly want to know what precisely the worker does. That is, the worker's basic day-to-day activity. You will want to know about the working environment: is it an office, and industrial laboratory, a factory? what are the benefits of each? the disadvantages? is it apt to be a large place or a small one, and what are the chances for advancement? And you will want to know if there will be job openings when you are ready; if the jobs will be concentrated only a few parts of the country; if they are in cities, small towns, only certain states.

You will want to collect information about your relationship with other workers. Will you work independently or as part of a large team? Will you be part of a highly structured organization, or one that is loose and flexible? Will you be low woman on the totem pole? Will you supervise others? How much individual decision-making will you exercise? How much responsibility?

USE THE CAREER CHARACTERISTICS DATA GUIDE, or something similar, to help you gather information in an organized way. Remember, gaining sound information is important, not just for your next decision but continually throughout your life. The more alternatives you know about, the greater your chance to find something that will satisfy your needs, values, and skills.

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CAREER CHARACTERISTICS DATA GUIDE

This form may be useful as a guide to gathering information about particular careers. It leaves room for you to fill in important data about an occupation. Using this form for several occupations in which you are interested will help you compare and contrast them.

CAREER/JOB TITLE:

D.O.T. Number(s):

SOURCES OF INFORMATION (list all the sources you used)

What kind of work would I do? (After you fill this in, you might want to circle those things that you particularly like or skills or interests you have already begun to develop.)

What type and how much education (training) would I need? (Be specific. Fill in the type of degree and the kinds of courses required. You might want to circle the courses which are similar to courses you took in high school.)

In what types of places might I work?

Who would I work with?

How much would I earn:
to start?

with more experience and education?

What are the chances for initial employment?

Will there be a greater or lesser demand for workers in this field ten years from now?

What I think I like about this occupation is:

What I think I dislike about this occupation is:

Do I need more information about this occupation? About myself? (Write what you still need to know and where you can get this information.)

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DAY FOUR

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IT'S MY LIFE!

AGENDA

DAY FOUR: "Getting My Act Together"
[*Tuesday, April 17, 1979*]

8:45-9:00 a.m.	REGISTRATION and REFRESHMENTS
9:00-9:10 a.m. Room [*100*]	WELCOME BACK [*Lore Jarmul*], Moderator
9:20-12:30 p.m. Go to Room [*120*]	REUNION, DECISIONS, and PLANNING I (Sessions #12, #13, #14-I) [*Group Leader's Name*]
12:30-1:30 p.m. Room [*1700*]	LUNCH
1:20-3:00 p.m. Go to Room [*120*]	PLANNING II (Session #14-II) [*Group Leader's Name*]
3:00-3:45 p.m. Room [*100*]	GRADUATION [*Lore Jarmul*], Moderator Commencement Speaker [*Dr. Ursula Schwerin, President, New York City Community College*]

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The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036

[*April 17, 1979*]

IT'S MY LIFE!
Career Paths for Women Students

WELCOME BACK...and FAREWELL

We are delighted to see so many familiar faces.

This is the last day of the Career Paths program, IT'S MY LIFE! There are decisions to be considered and future plans to be made. Finally, this afternoon there is graduation.

Please ... hang up your coat
... put the new materials in the front of your folder.
... help yourself to some refreshments
... find a seat, and
... pin on your name tag

*

To begin, there is a form we would like you to fill out to help us in our evaluation. As you know, we use your opinions to make changes in this program.

PLEASE TURN TO THE "PARTICIPANT'S END-OF-PROGRAM QUESTIONNAIRE."

Some of the questions on this form may seem familiar: they are. You answered similar questions for us at the very beginning of the Workshop, but we need your reactions again now that the program is nearly over.

When you have finished, we will collect the original copy of the questionnaire and you can keep the carbon.

Again, please remember ... if at any time during the day you have questions or need help, feel free to ask one of the people wearing a badge that says [*CASE*]

IT'S MY LIFE! has been a learning experience for us all. We hope you have enjoyed it.

[*Barbara R. Heller*], Coordinator
[*Victor D'Lugin*], Co-coordinator

*[This boxed section will be deleted if you are not administering a post-program evaluation instrument.]

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IT'S MY LIFE!

CINDY'S PROBLEM

It's mid August. Cindy, a computer programming major at a local community college, is about to begin her last year of school. Her grades have been fairly good, and if she takes a full program this year, she will graduate next June.

Cindy really enjoys computer programming. She is looking forward to finishing her courses and finding a good job. The idea of being a computer programmer is appealing. She wants to be a professional, earn a good salary, and do work she enjoys. But Cindy has a problem.

Up until now, Cindy's family has helped her out with school expenses. This year, however, Cindy thinks they won't be able to because of unexpected financial difficulties. She believes she will need to work to earn money to help pay for school -- especially for books, which seem to get more expensive every semester. As a matter of fact, Cindy wouldn't mind having some extra money to spend on herself. She'd like to buy some new clothes (most of her clothes are from high school) and be able to go to movies and concerts more often.

A local department store has offered Cindy a full-time job in its billing department. If she takes the job, she won't be able to continue with college this year. However, she will be earning money and be able to buy clothes at the store at discount.

Cindy tells her best girlfiend, Arlene, about the offer. She explains "I don't like doing that kind of work, and I'm afraid that if I take the job I may not go back to school at all." Arlene's advice is to take the job. She reminds Cindy that she has just taken a job as a cashier because she needs the money. Arlene says: "Grab the job -- there are practically none around. And to think you'll be able to get a discount on clothes!"

Cindy also mentions her job offer to a man she met in college and dated a couple of times. He doesn't really say anything. Although Cindy isn't serious about this man, she does wonder what he'll think of her if she doesn't return to school.

Cindy doesn't know what to do. If she takes the job at the department store, she'll be able to get all the things she wants now, but will have to postpone going back to school, finishing her courses, and getting a job as a computer programmer until sometime later.

WHAT DO YOU THINK CINDY SHOULD DO?

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(part 2)

ANALYSIS OF CINDY'S PROBLEM

1. State the problem. What is Cindy's problem? (Be very specific.)
2. Gather information. What information do we have about Cindy's situation and about her goals and values? What other information is needed?
3. List the options. What alternatives does Cindy see? What other options can you think of?
4. Evaluate the options. Describe the implications of each option listed — how it would affect Cindy's goals and values if she chose it.
5. Select the best option, and state your reason for choosing this particular one.

(part 3)

ANALYSIS OF MY PROBLEM

Use this page to analyze a problem of your own. Almost every one of us has a difficult decision (or choice) to make. Select a decision you are facing now or one you recently had to deal with. By approaching the problem systematically, that is, by going through the five steps below, you may uncover several other alternative solutions and considerably improve the liklihood that you will feel comfortable with what happens as a result of whatever option you finally choose.

1. State the problem. What is my problem? (Be very specific.)	
2. Gather information. What information do I have about myself? What the situation? What other information do I need?	
3. List the options. What are my alternatives? Are there any I haven't thought of before?	
4. Evaluate the options. Consider each option in terms of your goals, values, and interests.	
5. Select the best option. Why is this option best? How will it affect my goals?	

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IT'S MY LIFE!

MAKING DECISIONS

TO MAKE THE BEST DECISIONS YOU ALWAYS NEED INFORMATION ABOUT ...

- yourself — your goals, values, skills, and interests
- the external world — the alternatives and requirements

This information should be ACCURATE, UP-TO-DATE, come from SEVERAL GOOD SOURCES, and be FAIRLY COMPLETE. You should watch out for at least FOUR KINDS OF MISTAKES COMMONLY MADE BY PEOPLE MAKING A DECISION. They are ...

- Not knowing the alternatives. Consider the case of the student who does not apply for a scholarship because she does not know any exist; or, the student who looks for a job off-campus without investigating whether any jobs exist at the college.

- Not considering the possible outcomes. For example, the student who applies to a particular college without knowing if it offers the program she is interested in; or, the student who accepts a part-time job for the upcoming school year before checking the times her courses will be given.

- Not checking the reliability of information sources. Consider the student who reads a five-year-old college catalog to select a major; or, the student who asks only her friends about possible ways to get financial aid.

- Collecting useless or irrelevant information. Consider the instance of the student who collects information about colleges around the country when her finances dictate that she must live at home and commute to one of the nearby colleges.

DO YOU KNOW THAT ...

YOU can let other people know how YOU feel
YOU can ask other people for help when YOU need help
YOU can make mistakes
YOU can say NO
YOU can be uncertain, confused, and doubtful
YOU can change YOUR mind
YOU can decide how to use YOUR skills, YOUR talents, YOUR time
YOU can revise YOUR plans
YOU can say YOU don't have all the answers
YOU can make choices based on what YOU believe is best for YOU
YOU can decide YOUR future for YOURself.

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IT'S MY LIFE!

MY CAREER PLAN

To plan, we first need to set a long-range goal. Then we need to determine several major shorter-term or intermediate goals that will help us accomplish our long-range goal. Once we have established our intermediate goals (for example, where I want to be one year into my plan), we can figure out what steps or actions we can begin to take right now (and in what order to take them) to reach our intermediate goals and move along the path toward accomplishing our long-range goal.

Start this exercise by writing your long-range career goal (the career you want to be established in 10 years from now) in the top box. Think of the work you saw yourself doing in 10 years at the "Reunion." Next, in the two smaller boxes, fill in two intermediate goals -- what you would like to have achieved one year from now -- that are important steps toward reaching your long-term career goal.

Now, use the staircases to write down the specific action steps you can take, starting now, to reach your intermediate goals. Pay attention to the order of these steps. Remember the "Moving" exercise: you can't pack until you get the cartons.

In TEN YEARS, HERE is where I want to be

By NEXT YEAR, HERE is where I want to be

By NEXT YEAR, HERE is where I want to be

What can I do to get started?

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NEXT STEPS

Today we practiced how to plan. You also got some information to help you plan. But it is very likely that you did not get all the answers to all of your questions. In addition to what we have done together in this program, there are a number of next steps you can take to clarify your plans.

To get started, we've listed below some THINGS TO READ, some THINGS TO DO, some PEOPLE TO TALK TO, and some TOPICS TO INVESTIGATE. Read the list quickly and check the things you feel you need to do between now and the time you start college. We've left spaces for you to add other things as you think of them.

THINGS TO READ:

___ College catalogues

___ Descriptions of specific careers

___ Books on self-awareness

___ Books about working women

___ Classified ads in the newspaper

___ Materials from the Workshop

___ Financial aid booklets

___

___

THINGS TO DO:

___ Write for free career information

___ Plan my first-semester college program

___ Visit the college I'll be attending

___ Get a part-time job in my field of interest

___ Do volunteer work in my field of interest

___

PEOPLE TO TALK TO:

___ My high school advisor

___ A counselor

___ A person who knows about financial aid

___ My relatives

___ My friends and classmates

___ Teachers

___ Working people

___

___

TOPICS TO INVESTIGATE:

___ My interests, skills, and values

___ The career I'm interested in

___ Some new career possibilities

___ How much college costs and ways to pay for it

___ Jobs I can have while I go to to school

___ How other people solve their problems

___ My goals and career plans

USE THIS LIST TO REMIND YOURSELF OF WHERE YOU WANT TO GO
AND WHAT YOU ARE ACCOMPLISHING

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Center for Advanced Study in Education
INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION
Graduate School, City University of New York

In association with the
GRANTS ADMINISTRATION UNIT, NEW YORK STATE EDUCATION DEPARTMENT
(VEA #79-3D-808-DPS)

AWARDS THIS CERTIFICATE TO

for satisfactory completion of   hours of a 24-hour program:
IT'S MY LIFE -- The Career Paths Program for Young Women in Transition

Barbara R. Heller, Coordinator

April 17, 1979

Victor D'Lugin

Linda Gross

APPENDIX C

SOURCES FOR WORKING WOMEN AND CAREER BROCHURES

APPENDIX C

SELECTED SOURCES FOR WORKING WOMEN PANELISTS AND CAREER BROCHURES

The following list of large corporations, women's organizations, and professional associations should be useful in helping you to recruit working women and, in the case of the professional associations, to obtain free career brochures and pamphlets.

Large corporations selected to represent various types of industries (e.g., banking, utilities, manufacturing) are listed for six major cities in New York State: Albany, Binghampton, Buffalo, New York, Rochester, and Syracuse. To find corporations located near your school but not listed below, please refer to Million Dollar Directory 1980, Volume I (Dun and Bradstreet). This book is available in the reference section of most public libraries. Since most corporations will handle your request for women speakers through their public relations or community affairs department, call this department first. Some may require a written request.

At the same time, don't overlook your own Chamber of Commerce and smaller local businesses and industries. They may be willing and able to supply a speaker for half a day.

Women's organizations are given for Albany, Buffalo, New York, Rochester, and Syracuse. They can furnish you with speakers or refer you to other organizations which can assist you. Call or write the contact person indicated. The National Organization for Women (N.O.W.) has regional chapters throughout New York State. Names and telephone numbers are given for current N.O.W. chapter directors in five New York cities. Since the phone numbers shown are generally home numbers, we suggest calling in the evening. Chapter directors should be able to direct you to working women in their area. To find out about N.O.W. chapters other than those shown here, contact: N.O.W. State Council, 1 Columbia Place, Albany, New York 12207 (518) 463-4372. To identify women's organizations in your area not listed below, consult the latest edition of Women's Organizations & Leaders Directory (Today Publications and News Service). This resource is available in the reference section of most public libraries.

Professional Associations are listed by occupational area. Many of these groups can be doubly useful. All may be able to supply women speakers or leads to speakers in your area--or refer you to one of their branch offices that should be able to do so. Associations marked with an asterisk (*) can also supply pamphlets or brochures describing careers in their fields.

LARGE CORPORATIONS

Albany

ALBANY LINOLEUM CARPET CO., INC.
12 Commercial Road
Albany, NY 12205
(518) 489-2512

ALBANY SAVINGS BANK
Corner State and N. Pearl Streets
Albany, NY 12201
(518) 445-2000

AMADAC INDUSTRIES INC.
18 Computer Drive East
Albany, NY 12205
(518) 458-7761

DELAWARE HUDSON RAILWAY CO.
40-44 Beaver Street
Albany, NY 12207
(518) 462-7600

IDS LIFE INSURANCE CO. N.Y.
14 Computer Drive West
Albany, NY 12205
(518) 458-1865

LANGE-FINN CONSTRUCTION CO., INC.
718 Third Street
Albany, NY 12206
(518) 482-4401

NATIONAL SAVINGS BANK
90 State Street
Albany, NY 12207
(518) 463-4261

SIMMONS MACHINE TOOL CORP.
1700 Broadway
Albany, NY 12204
(518) 462-5431

WOLBERG ELECTRIC SUPPLY CO., INC.
35 Industrial Park Road
Albany, NY 12206
(518) 489-8451

WYTEX CORP.
66 State Street
Albany, NY 12207
(518) 465-4744

Binghamton

BO LABORATORIES INC.
75 Travis
Binghamton, NY 13904
(607) 722-2376

BANKERS TRUST
59 Court Street
Binghamton, NY 13902
(607) 772-8000

COLUMBIAN MUTUAL LIFE INSURANCE CO.
One Columbian Mutual Plaza
Binghamton, NY 13902
(607) 724-2472

KASON INDUSTRIES INC.
Colesville Road
Binghamton, NY 13902
(607) 775-3550

McINTOSH LABORATORY INC.
2 Chambers Street
Binghamton, NY 13903
(607) 723-3512

CROWLEY FOODS INC.
145 Conklin Avenue
Binghamton, NY 13902
(607 722-6441

SECURITY MUTUAL LIFE INS. CO. N.Y.
80-84 Exchange Street
Binghamton, NY 13902
(607) 723-3551

STAR INSTRUMENTS CO., INC.
109 Beethoven
Binghamton, NY 13905
(607) 723-3589

STOW MANUFACTURING CO., INC.
Brandywine Highway
Binghamton, NY 13902
(607) 723-6411

UNIVERSAL INSTRUMENTS CORP.
Broome Industrial Park
Binghamton, NY 13902
(607) 772-7493

LARGE CORPORATIONS (con't.)

Buffalo

AIR TERMINAL SERVICE INC.
700 Delaware Avenue
Buffalo, NY 14209
(716) 881-6500

AMERICAN ALLSAFE CO., INC.
1245 Niagara Street
Buffalo, NY 14213
(716) 883-8300

BERNEL FOAM PRODUCTS CO., INC.
344 Vulcan Street
Buffalo, NY 14207
(716) 873-2900

ATLAS STEEL CASTING CO.
1963 Elmwood Avenue
Buffalo, NY 14207
(716) 875-2273

BUFFALO ELECTRIC CO., INC.
75-83 W. Mohawk Street
Buffalo, NY 14202
(716) 856-2424

FRONTIER LUMBER CO., INC.
1941-1951 Elmwood Avenue
Buffalo, NY 14207
(716) 873-8500

S.J. FREEDMAN ENGINEERING FIRM
1270 Niagara Boulevard
Buffalo, NY 14213
(716) 837-4800

SIEGFRIED CONSTRUCTION CO., INC.
3980 Sheriden Drive
Buffalo, NY 14226
(716) 839-9620

WILLIAMS GOLD REFINING CO., INC.
2978 Main Street
Buffalo, NY 14214
(716) 837-1000

DJH CONSTRUCTION INC.
1750 Union Road
Buffalo, NY 14224
(716) 674-1437

New York

ALLEN DENTAL MEDICAL DEV.
289 Third Avenue
New York, NY 10010
(212) 532-0919

ALLSTATE PROGRAMMING SYSTEMS
269 West 40th Street
New York, NY 10019
(212) 944-9200

AMERICAN BROADCASTING COMPANIES
1330 Avenue of the Americas
New York, NY 10019
(212) 887-7777

AMERICAN TELEPHONE & TELEGRAPH CO.
195 Broadway
New York, NY 10007
(212) 393-1000

CHUBB CORPORATION
100 William Street
New York, NY 10038
(212) 285-2850

NATIONAL BANK OF NORTH AMERICA
44 Wall Street
New York, NY 10005
(212) 623-4000

NEW YORK STOCK EXCHANGE INC.
11 Wall Street
New York, NY 10005
(212) 623-3000

HARPER & ROW PUBLISHERS INC.
10 East 53rd Street
New York, NY 10022
(212) 593-7000

RCA CORPORATION
30 Rockefeller Plaza
New York, NY 10020
(212) 621-6000

REVLON INC.
767 Fifth Avenue
New York, NY 10022
(212) 572-5000

LARGE CORPORATIONS (con't.)

Rochester

DOLOMITE PRODUCTS CO., INC.
1150 Penfield Road
Rochester, NY 14625
(716) 381-7010

EASTMAN KODAK CO.
343 State Street
Rochester, NY 14608
(716) 724-4000

EASTMAN SAVINGS & LOANS ASSOCIATION
377 State Street
Rochester, NY 14650
(716) 724-4994

CHAMBERLIN RUBBER CO., INC.
3333 Brighton Henrietta
Rochester, NY 14623
(716) 461-1600

CHAMPION PRODUCTS INC.
3141 Monroe Avenue
Rochester, NY 14603
(716) 385-3200

CANADA DRY ROCHESTER BOTTLING CO.
882 Linden Avenue
Rochester, NY 14625
(716) 381-9800

ROCHESTER GAS & ELECTRIC CORP.
89 East Avenue
Rochester, NY 14649
(716) 546-2700

ROCHESTER GERMICIDE CO.
333 Hollenbeck Street
Rochester, NY 14603
(716) 266-2250

ROCHESTER INSTRUMENT SYSTEM INC.
255 N. Union Street
Rochester, NY 14605
(716) 263-7700

ROCHESTER ASPHALT MATERIALS INC.
1150 Penfield Road
Rochester, NY 14625
(716) 381-7010

Syracuse

BURNS BROTHERS MFG. CO., INC.
400 Leavenworth Avenue
Syracuse, NY 13204
(315) 422-0261

CLARK CONCRETE CO., INC.
434 E. Brighton Avenue
Syracuse, NY 13210
(315) 478-4101

CARROLS DEV. CORP.
968 James Street
Syracuse, NY 13203
(315) 424-0513

CARRIER CORPORATION
Carrier Tower
Syracuse, NY 13221
(315) 424-4711

CARRIER DISTRIBUTION CREDIT
Carrier Tower P.O. Box 4800
Syracuse, NY 13201
(315) 424-4711

NEWHOUSE BROADCASTING CORP.
1030 North Concourse
Syracuse, NY 13208
(315) 472-8818

NIAGARA MOHAWK POWER CORP.
300 Erie Boulevard West
Syracuse, NY 13202
(315) 474-1511

OBERDORFER FOUNDRIES INC.
Thompson Road
Syracuse, NY 13206
(315) 437-0361

OBRIEN & GERE ENGINEERS INC.
1304 Buckley Road
Syracuse, NY 13221
(315) 451-4700

SYRACUSE SAVINGS BANK
One Clinton Square
Syracuse, NY 13201
(315) 471-7101

WOMEN'S ORGANIZATIONS

New York City

ALL CRAFTS CENTER
19-23 St. Marks Place
New York, NY 10003
(212) 260-3630
Contact: Joyce Hartwell, Executive Director
The organization can refer requests to working women in the area.

CATALYST
14 East 60th Street
New York, NY 10022
(212) 759-9700
Contact: Laurie Noris, Director of Communications
The organization should be able to provide speakers free of charge.

COMMITTEE FOR WOMEN IN NONTRADITIONAL JOBS
c/o Rhoda Lukin
39 Fifth Avenue
New York, NY 10003
Contact: Judith Leyser
The Committee can suggest speakers to contact. Request must be in writing.

MS. FOUNDATION
370 Lexington Avenue, Room 301
New York, NY 10017
(212) 689-3475
Contact: Grycel Robles, Program Associate
The Foundation will refer requests to appropriate organizations.

N.O.W. SPEAKER'S BUREAU (N.Y.C. Chapter)
84 Fifth Avenue
New York, NY 10011
(212) 989-4744 or 989-7230
Contact: Ann Houseman, Director, Speaker's Bureau
The Bureau should be able to recruit a speaker on nontraditional occupations for women. Speakers are part of a fund raising effort and a minimum $50 fee is requested. However, a speaker may be provided free of charge for a worthwhile cause. Speakers will usually travel if expenses are paid. Local N.O.W. chapters may also provide speakers.

WOMEN IN APPRENTICESHIP PROJECT
80 Fifth Avenue
New York, NY 10011
(212) 691-1860
Contact: Minnie Brown, Technical Assistant
The Project can provide a speaker on nontraditional occupations and how women can obtain them. Speakers are free and usually able to travel.

WOMEN IN THE TRADES
198 Forsythe Street
New York, NY 10022
(212) 260-4360
Contact: Carol Crystal, Community Organizer
The organization provides speakers from a variety of nontraditional occupations. The fee is optional. Speakers may be willing to travel if expenses are paid.

WOMEN'S ORGANIZATIONS (con't.)

Albany

HUDSON VALLEY COMMUNITY COLLEGE
80 Vandenburg Avenue
Troy, NY 12180
(518) 283-1100
Contact: Terry Heiser, Director, Grant Project
The College can provide speakers. There is no fee except travel expenses.

N.O.W. State Council
1 Columbia Place
Albany, NY 12207
(518) 463-4372
Contact: Dr. Sheila Molnar Feiger, President, State Council
The organization will provide you with the phone number of the N.O.W. area chapter director in your vicinity. Local chapters should be helpful in providing speakers.

PROJECT VOICE
Regional Planning Center
1015 Watervliet Shaker Road
Albany, NY 12205
(518) 456-9281
Contact: Richard Briggs, Coordinator
Anne O'Brien-Carelli, Coordinator
The Project should be able to provide assistance in locating working women in the area.

N.O.W. Area Chapter
(518) 286-0496
Contact: Sue Larson

Buffalo

EVERY WOMAN OPPORTUNITY CENTER
1407-20 Genesee Building
1 W. Genesee Street
Buffalo, NY 14202
(716) 847-1120
Contact: Carole Hennessey, Program Director
The Center can provide names of working women or make arrangements for a speaker. Most would be willing to speak for no fee.

WOMEN'S STUDIES COLLEGE
108 Winspear
Buffalo, NY 14214
(716) 831-3405
Contact: Alison Hicks
The College can suggest women to contact or refer you to other organizations.

N.O.W. Area Chapter
(716) 847-6360 or 882-8861
Contact: Linda Cleveland
or
(716) 873-4078
Contact: Joanne Sutner

WOMEN'S ORGANIZATIONS (con't.)

Syracuse

REGIONAL LEARNING SERVICE OF CENTRAL NEW YORK
403 Oak Street
Syracuse, NY 13203
(315) 425-5252
Contact: Dorothea Nelson
The Service should be able to provide speakers.
The fee is negotiable.

VOLUNTEER CENTER
103 East Water Street
Syracuse, NY 13202
(315) 474-7011
Contact: Virginia Daley
The Center has an extensive file of women and organizations you may contact.

WOMEN'S INFORMATION CENTER
601 Allen Street
Syracuse, NY 13203
(315) 478-4636
Contact: Karen Mihalyi
The Center may be able to suggest speakers to contact. They can also refer you to other local organizations.

N.O.W. Area Chapter
(315) 446-7823
Contact: Rocki Malamud
or
(315) 637-8351
Contact: Ilene Steinbugler

Rochester

UNIVERSITY OF ROCHESTER, WOMEN'S CAUCUS
Wilson Commons
Student Activities Office
Rochester, NY 14627
(716)·275-4452
Contact: Elizabeth Prince or Meredith Fine
The Caucus has a list of women who might be available as speakers.

N.O.W. Area Chapter
(716) 271-4707
Contact: Donna Grant

PROFESSIONAL ASSOCIATIONS

Services

* AIR TRAFFIC CONTROL ASSN. INC.
Suite 409
Arbe Building
325 School Street, S.W.
Washington, DC 20024

* AIR TRANSPORT ASSN. OF AMERICA
100 Connecticut Avenue, N.W.
Washington, DC 20036

* AIRLINE EMPLOYEES ASSN. INTERNATIONAL
5600 South Central Avenue
Chicago, IL 60638

* ALLIANCE OF AMERICAN INSURERS
20 North Wacker Drive
Chicago, IL 60606

* AMERICAN COUNCIL OF LIFE INSURANCE
Education and Community Services
Health Insurance Department
1850 K Street, N.W.
Washington, DC 20006

* INSURANCE INFORMATION INSTITUTE
110 William Street
New York, NY 10038

* NATIONAL ASSN. OF INDEPENDENT INSURERS
2600 River Road
Des Plaines, IL 60018

* AMERICAN COLLEGE OF REAL ESTATE CONSULTANTS
305 Foshay Tower
Minneapolis, MN 55402

* NATIONAL ASSOCIATION OF REALTORS
430 N. Michigan Avenue
Chicago, IL 60611

AMERICAN ASSOCIATION OF CORRECTION OFFICERS
2309 State Street, North Office
Saginaw, MI 48602

AMERICAN FEDERATION OF POLICE
1100 N.E. 125th Street
North Miami, FL 33161

AMERICAN AMBULANCE ASSOCIATION
1919 Market Street
Youngstown, OH 44507

* AMERICAN COLLECTORS ASSOCIATION, INC.
Box 35106
Minneapolis, MN 55435

* INTERNATIONAL ASSN. OF FIRE FIGHTERS
1750 New York Avenue, N.W.
Washington, DC 20006

* NATIONAL ASSN. OF BANK WOMEN, INC.
111 East Wacker Drive
Suite 620
Chicago, IL 60601

NATIONAL ASSN. OF HUMAN SERVICES TECHNOLOGIES
1127-11th Street
Sacramento, CA 95814

* NATIONAL ASSN. OF LEGAL ASSISTANTS
Suite 122
3005 East Skelly Drive
Tulsa, OK 74105

* SALES & MARKETING EXECUTIVES
380 Lexington Avenue
New York, NY 10017

* These associations can provide, at no cost, brochures describing careers in their fields.

PROFESSIONAL ASSOCIATIONS (con't.)

Industry-Related

*ALUMINUM WORKERS INTERNATIONAL UNION
818 Olive Street
Suite 711
St. Louis, MO 63101

*AMALGAMATED CLOTHING & TEXTILE WORKERS UNION
770 Broadway
New York, NY 10003

*AMERICAN ELECTROPLATERS' SOCIETY, INC.
1201 Louisiana Avenue
Winter Park, FL 32789

*ELECTRONIC INDUSTRIES ASSOCIATION
2001 Eye Street, N.W.
Washington, DC 20006

INTERNATIONAL CHEMICAL WORKERS UNION
1655 East Market Street
Akron, OH 44313

*NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY
University of North Florida
Jacksonville, FL 32216

*NATIONAL ASSOCIATION OF WOMEN IN CONSTRUCTION
346 N. Beachwood Drive
Los Angeles, CA 90004

Health

*AMERICAN ACADEMY OF PHYSICIAN'S ASSTS.
2341 Jefferson Davis Highway
Suite 700
Arlington, VA 22202

*AMERICAN ASSN. OF MEDICAL ASSISTANTS
One East Wacker Drive
Chicago, IL 60601

*AMERICAN DENTAL ASSISTANT ASSN.
Suite 1130
666 North Lake Shore Drive
Chicago, IL 60611

*AMERICAN DENTAL HYGIENISTS ASSOCIATION
211 East Chicago Avenue
Chicago, IL 60611

*AMERICAN MEDICAL TECHNOLOGISTS, INC.
710 Higgins Road
Park Ridge, IL 60068

*AMERICAN OCCUPATIONAL THERAPY ASSN.
6000 Executive Boulevard
Rockville, MD 20852

*AMERICAN PHYSICAL THERAPY ASSN.
1156 - 15th Street, N.W.
Washington, DC 20005

*AMERICAN SOCIETY OF CLINICAL PATHOLOGISTS
Commission for Med. Lab. Personnel
Box 4872
Chicago, IL 60680

PROFESSIONAL ASSOCIATIONS (con't.)

Technical

AMERICAN SOCIETY OF CERTIFIED ENGINEERING TECHNICIANS
2029 K Street, N.W.
Washington, DC 20036

* AMERICAN SOCIETY OF ELECTROENCEPHALOGRAPHIC TECHNOLOGISTS
University of Iowa
500 Newton Road
Iowa City, IA 52242

AMERICAN SOCIETY OF RADIOLOGIC TECHNOLOGISTS
645 North Michigan Avenue
Chicago, IL 60611

* NATIONAL ASSOCIATION OF BROADCAST EMPLOYEES & TECHNICIANS
Suite 1303
7101 Wisconsin Avenue
Bethesda, MD 20014

NATIONAL ASSN. OF OPTOMETRISTS AND OPTICIANS
18903 South Miles Road
Cleveland, OH 44128

* NATIONAL ASSOCIATION OF TRADE AND TECHNIAL SCHOOLS
2121 L Street, N.W.
Washington, DC 20036

* OPTICIANS ASSOCIATION OF AMERICAN
1250 Connecticut Avenue, N.W.
Washington, DC 20036

* UNITED OPTICAL WORKERS UNION
Local 408 IVE, AFL-CIO
200 Park Avenue South, Suite 1701
New York, NY 10003

Miscellaneous

* ADULT EDUCATION ASSN. OF THE UNITED STATES
810-18th Street, N.W.
Washington, DC 20006

AMERICAN ASSN. FOR THE ADVANCEMENT OF SCIENCE
1515 Massachusetts Avenue, N.W.
Washington, DC 20005

* AMERICAN HOSPITAL ASSOCIATION
840 North Lake Shore Drive
Chicago, IL 60611

* AMERICAN CONGRESS ON SURVEYING & MAPPING
210 Little Falls Street
Falls Church, VA 22046

* AMERICAN INST. OF BIOLOGICAL SCIENCES
1401 Wilson Boulevard
Arlington, VA 22209

* AMERICAN INSTITUTE FOR DRAFTING AND DESIGN
3119 Price Road
Bartlesville, OK 74003

* ASSN. OF COMPUTER PROGRAMMERS & ANALYSTS
294 Main Street
Greenwich, RI 02818

* CATALYST
14 East 60th Street
New York, NY 10022

*DEPARTMENT OF THE TREASURY
Internal Revenue Service
Federal Women's Program
Washington, DC 20224

*ELECTRICAL WOMEN'S ROUND TABLE, INC.
Box 232
One South Pinckney Street
Madison, WI 53701

*GENERAL ELECTRIC COMPANY
3 Penn Center Plaza, 13th Floor
Philadelphia, PA 19102

NATIONAL ASSN OF GOVERNMENT EMPLOYEES
2139 Wisconsin Avenue, N.W.
Washington, DC 20007

*NEW YORK STATE DEPARTMENT OF LABOR
Division of Research & Statistics
Bureau of Labor Market Information
SOICC Section-Room 403A
State Office Campus, BLDG. #12
Albany, NY 12240

APPENDIX D

MODEL TEXTS FOR COORDINATOR'S REMARKS

COORDINATOR'S KEYNOTE ADDRESS

Good Morning. And welcome to the Career Paths program. Those of us who have been working on this project have been looking forward to today—the first day of the Workshop when we could meet all of you personally.

Our staff has worked hard preparing for today. For us, it's like the opening night of a play. I'm happy to see that we have a packed house. We think we have a pretty special production for you, and we hope you'll end up sharing our enthusiasm.

Let me start by introducing myself. My name is ________________________, and I'm the coordinator of this program. My role has been to take a promising idea and with the help of a lot of other people, turn that idea into a finished production.

Our idea began with the thought that the transition from high school to college is one of the truly important times in life. Because there are so many decisions to make, it's a time when it's helpful to stop and to take a look at ourselves and ask who we are. And where we're going. That's what this production is all about.

Being a high school senior is fun, exciting, and maybe a little bit frightening. It's a time of transition. A time of becoming adult, and being able to accept greater responsibility for your present and your future. All transition points in life are exciting and scary. When you first start school—when you begin high school—when you look for your first job—when you have your first date—when and if you choose a mate.

Today, in this program, we are going to be concentrating on the transition from high school to college, and from college to career.

Right now, you are facing the transition to college. We believe that this is a time when you ask, "Hey, what am I doing? What's happening to me? I'm not a child anymore. I'm a young woman and I don't want to just drift. There's a big world out there and I want to find my place in it. I want to be somebody. And I need to figure out who that somebody will be."

Since you decided to join this program, we assume that these things are going through your mind. They are going through the minds of many seniors—both male and female. So why did we limit this program to women students?

The reason is very simple. We've talked to a lot of high school seniors, done a lot of research, and found that women view their future, particularly their education and career, in a very different way from men.

Many women still expect to work for a year, or two or three, then get married and settle down to the unpaid work of taking care of a home and family, with perhaps a vague notion of going back to work later on.

In other words, women tend to think in terms of a short-range job, rather than a life-time career.

Since most of you are planning to go to college and get some advanced education, you have probably gone a little beyond just getting a job in your thoughts.

And it's important to realize that work, paid employment outside the house, is becoming, in today's world, as much a part of a woman's life as it is of a man's. Almost every woman in this room (nine out of ten of you) will work, and not only until you get married, not only until you have children, but probably for many years after.

Let me give you a few amazing figures.

Listen closely, for it's your future we're talking about.

According to recent statistics, 60 percent (that's 6 out of 10) of all women between the ages of 25 to 54 are in the work force.

What's even more surprising is the figure for the 25- to 34-year-old age group. It is that decade when most women, typically, are raising young children. Well, the percentage of working women in that age group is even higher than 60 percent.

What do those statistics mean?

They indicate that more and more women will be working, even during their child-bearing years. In other words, the two-paycheck family is here, and probably here to stay. In this country, almost three out of five families have more than one wage earner. You may very well be one of them for a good part of your life.

You have probably heard and read about the increasing number of women who work.

You may also be aware of a related, somewhat disturbing fact: As the number of working women has increased, the average amount of money that women earn has actually decreased when compared with the average earned by men.

What does this show?

It shows that although some women are paid well, the number is very small compared to the number of well-paid men.

Why do you suppose this is true?

It's certainly not because women are less intelligent or hard-working or responsible than men. And it's only partly because among employers, who are usually men, the old stereotypes of women's role and women's capacity still persist, despite the recent strides made by the women's movement.

The basic reason is really very simple: Women generally prepare for jobs which are known as "women's work" and these are usually the lowest paid jobs.

Traditionally, a woman becomes a bookkeeper, while a man becomes an accountant...

a woman becomes a waitress, while a man becomes a restaurant manager...

a woman stays in the assembly line, while a man becomes a skilled machinist or a supervisor...

a woman becomes a secretary, while a man becomes a computer programmer...

a woman becomes a bank teller, while a man becomes a bank officer.

Is there any reason why women can't be accountants or restaurant managers or supervisors or computer programmers or bank officers?

For that matter, is there any reason why a woman can't be an engineer or an electronics technician? a dentist or a dental technician? a doctor or respiratory therapist rather than a nurse?

The answer is No! There is no good reason! Women face problems because other people have low expectations for us and some of us come to accept those expectations ourselves. We face problems of prejudice and discrimination, to be sure. But there is no good reason why a woman can't overcome these problems and follow any career within her capacity--anything she really wants to be.

Furthermore, women now have affirmative-action laws on our side to help us attain our goals. For instance, I know for a fact that women who graduate from any of the technology programs in the community colleges--like electrical or chemical technology--will get many good job offers from large firms, because those firms are eager to hire qualified women to meet the affirmative-action laws.

We believe that if you are going to college and entering a career, why not consider one of those careers where the salaries are high and the opportunities for women are good? Especially if one of these career fields meets your interests and fulfills your needs and makes use of your skills.

This program is an attempt to help you decide what career or careers would be best for you. Best in terms of your abilities and talents. Best in terms of the values you hold dear, and your interests. Best in terms of your goals and dreams for the future. And best for you in terms of the job opportunities that exist in the big world out there.

To help you think about yourselves in ways that make deciding a little easier, we have brought together a number of women who have been where you are now, who have made that transition.

We also have materials for you to take home, and activities that you can take part in here.

We believe that you will complete the Workshop with new feelings about yourself and your future, and new ideas, and more knowledge about possible careers.

To help us navigate through the four days of this program, I would like to introduce our Moderator, ______________________________________.

COORDINATOR'S CLOSING REMARKS - DAY THREE

As [name of moderator] said, we have covered a lot of ground in the past three days.

You have received a lot of material--autobiographies, career information pamphlets, college materials, fact sheets, and worksheets.

You have met many different women in addition to the group leaders--mathematicians, women working in various fields, college seniors.

You have done many varied things--filled out checklists, evaluated yourselves, done career research.

But one large piece of the puzzle is still missing. I'm sure all of you feel that you have met some interesting people and learned a number of new things. But I'm also sure that you're wondering...So we have all these little pieces of paper, these new ideas, but what does it all mean? How does it all fit together? How do we put all this information to use? What does it mean to my life? To my problems? Well, that is exactly what the last day of your Workshop will be all about.

Next month on [give actual date of Day Four], we are going to find out more about how to put the pieces together, particularly about how to plan and how to make decisions.

When you return in four weeks, we will be doing two things. One, we will explore the process of decision-making...what should we do when we have a problem, or have to choose between two equally attractive or equally unattractive options? And second, we will discuss and work on planning. For example, if I wanted to be a laboratory technician or an inhalation therapist, what should I be doing now...next September...next June...to increase my chances of getting through college and getting a good first job?

To start this off, please take your notebooks home today. Look over what we have done so far. (Please remember to bring the notebooks back for the final day, since we will be using some of the old material and adding new stuff to them.)

Then, do some thinking, wishing, and dreaming between now and [give Day Four's date]. Instead of coming here next time as if only four weeks have gone by, try to think of the occasion as a tenth reunion--what it really would be like if you were walking in here ten years from now. You may want to jot down some notes or pictures or wishes about what you would like to accomplish in the next ten years. Be realistic--ten years is a long time, but not everything can be done in ten years. But also dream--let nothing stand in your way.

We look forward to seeing you again on [give date of Day Four again]... to join the reunion...to plan for college...and to celebrate with a graduation ceremony.

Thank you all very much for coming and for bringing all of our dreams of a workshop to life.